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MOTIVATION TECHNIQUES IN THE
U. S. NAVY.

By

LCDR Roger F. Smith

thesis

Thesis
56



WISCONSIN

**A SCHEME FOR ENCOURAGING THE APPLICATION
OF MOTIVATION TECHNIQUES
BY OFFICER ADMINISTRATORS OF THE
UNITED STATES NAVY**

**A Thesis Presented for the
Degree of Master of Science
in Public Administration**

BY

Roger F. Smith, B.S.

THE OHIO STATE UNIVERSITY

1947

Approved by:

Thurs
54

A FURTHER INVESTIGATION OF THE
RECORDS OF THE BUREAU OF
THE NATIONAL ARCHIVES TO THE
FEDERAL BUREAU OF INVESTIGATION

A FURTHER INVESTIGATION OF THE
RECORDS OF THE BUREAU OF
THE NATIONAL ARCHIVES TO THE
FEDERAL BUREAU OF INVESTIGATION

12

James F. Smith, D.D.

THE TWO PART INVESTIGATION

1960

1960

PREFACE

Good personnel administration will never cease to be an art, and yet it is becoming more and more a science. Industrial leaders have frequently referred to it as human engineering. Psychologists and personnel administrators now refer to some of their rapidly improving methods and techniques as tools of their science. There are reasonably satisfactory tools for measuring the abilities of a man. There are reasonably good instruments for classifying him, rating him, and placing him in a proper job. Psychologists can do a fairly satisfactory job of conducting opinion polls and attitude surveys, but something is certainly missing, for industrial workers strike, sailors in the U. S. Navy make unnecessary complaints, and both groups believe in erroneous theories, which only serves to separate the crews and their officers unnecessarily.

Any mathematician solving a difficult problem likes to check his work by a different method. It is my belief that the method presented herein is at least a good method to be used by leaders in checking for omissions and possible suggestions regarding the personnel situation. It is just as sound as the check-off list for accurate material

maintenance, long accepted in the Navy for up-keep of guns, fire control equipment, and all ship's machinery. In fact, the scheme presented is a check-list. It is aimed at approaching the personnel situation from the standpoint of motivation in order to better serve as a double-check on the leadership and administration methods. This is an attempt to refine the theories and facts of one phase of leadership into a scientific instrument for practical use.

The list, presented in this Thesis, is designed for use by leaders in the United States Navy. It is necessary to limit the situation covered to the Navy in order to keep the check-list brief and workable for a specific situation. It is the hope of the author that this list will develop and grow to be a useful scheme, or tool of personnel administrators, in or out of the Navy. If this list will aid any Navy officers to maintain their personnel in the highest state of efficiency, usefulness, enthusiasm, and readiness for emergencies, it will have served its purpose.

The author is deeply indebted for encouragement, careful consideration of his ideas, and for many useful suggestions to Dr. Harvey Walker, Ohio State University; Dr. C. B. Mendenhall, Ohio State University; Captain C. B. McCombs, USN; Captain Allan B. Roby, USN; Commander E. M. Brown, USN; Commander T. D. F. Langen, USN; Commander B. E. Wiggin, USN; Commander E. W. Dunlop, USN; Commander J. R. Mackroth, USN;

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Lieutenant Commander C. S. Walline, USN; Lieutenant A. H. Cornell, (SC), USN; Major J. S. Hudson, USMC; Colonel R. B. Van Volkenburgh, USA; Lieutenant Colonel T. A. Kenan, USA; and Major C. E. Gushurst, USA; and to numerous others who have contributed ideas during the course of this thesis' preparation.

PART ONE

THE PROBLEM LEADING TO THIS STUDY R. F. Smith

Chapter I	The Need for Improving Motivation in the Navy	0-11
	The Subjective	
	An Example of a Soldier's View of Motivation	
	The Problem	
	Motivation in Industry	
	Motivation in Education	
	Motivation in the United States Army and Navy	
Chapter II	A Survey of the Field of Motivation	12-25
	A Definition of Motivation	
	Classification of Motivation	
	The Lack of Criteria	
	Measurement of Motivation	
	Factors of Motivation	
	Summary	
Chapter III	Some Possible Solutions to the Problem of Motivation in the Navy	26-35
	Final and Summary	

	TABLE OF CONTENTS	Page
Preface		11-1v
Table of Contents		v-vi

PART ONE

THE PROBLEM LEADING TO THIS SCHEME

Chapter I	The Need for Improving Motivation in the Navy	2-11
-----------	---	------

The Objective
 An Example Displaying Poor Motivation
 The Thesis

Chapter V	Motivation in Industry	42-45
	Motivation in Education	
	Motivation in the United States Army and Navy	

Chapter II	A Survey of the Field of Motivation	12-25
	A Definition of Motivation	

Chapter VI	Experimentation in Motivation	82-113
	The Lack of Criteria	
	Literature About Motivation	123

AN EXAMPLE Theories of Motivation

Chapter VII	Assumptions	122-123
Chapter III	Various Possible Solutions to the Problem of Motivation in the Navy	26-30
	Trial and Error	

		Page
	Facts vs. Best Judgment	
	Comprehensive vs. Piecemeal	
	Statistics	
	Summary of Part One	
	 PART TWO	 31
	THE CHECK-LIST	
Chapter IV	Presenting:	32-48
	<u>A PRACTICAL CHECK-LIST OF MOTIVATION</u>	
	<u>TECHNIQUES FOR USE BY THE UNITED STATES</u>	
	<u>NAVY</u>	
Chapter V	Construction and Form of the Check-List	49-61
	General	
	Selection of the Questions	
	The Motivation Techniques	
	Cross Reference of Questions to Tech- niques	
Chapter VI	Evidence Substantiating the Motivation Techniques	63-110
	 PART THREE	 120
	AN EXAMPLE SHOWING THE USE OF THE CHECK-LIST	
Chapter VII	A Case History	121-122
	CHECK-LIST	123-138
Conclusion		140-141
Bibliography		

Page

Page 101 of 101
Page 102 of 102

Page 103 of 103

Page 104 of 104

Page

Page 105 of 105

Page 106 of 106

Page

Page 107 of 107

Page 108 of 108

Page 109 of 109

Page 110 of 110

Page

Page

Page 111 of 111

Page 112 of 112

Page

Page 113 of 113

Page 114 of 114

Page 115 of 115

Page

Page

Page 116 of 116

Page 117 of 117

Page

Page 118 of 118

Page 119 of 119

Page

Page 120 of 120

Page 121 of 121

Page

Page 122 of 122

Page 123 of 123

Page

Page 124 of 124

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CHAPTER I

THE NEED FOR IMPROVING MOTIVATION IN THE NAVY

THE OBJECTIVE

The objective is a system for obtaining increased personal efficiency in personnel in the United States Navy by focusing attention on the human element. All phases of personnel administration are interrelated and strongly interlocked. It is proposed to attack the problem of producing and maintaining high morale and enthusiasm, not from the usual angles -- not by considering training, or selection, or promotion separately -- but by considering it from the approach of motivation.

ONE EXAMPLE DISPLAYING POOR MOTIVATION

Several times ships have been directed to send a mandatory quota of men to some Navy School, on one occasion to a fire control school. Two seamen first class, or firecontrolmen any class, or electricians mates any class, were required. A survey of the crew showed that none desired the assignment, that the one fire control man on board had previously attended the same class, and that none of the seamen were qualified for such a school as evidenced by the aptitude grades and educational history in their service records. In fact, all men, save one,

[illegible]

Several times since have been allowed to pass a
necessary part of and to some day before, in the
case to a fine marked below. The reason that they
of the business and also, in addition, when the
above, were provided, a copy of the new signed that
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and on hand but apparently returned the new signed, and
that one of the same was provided for when a small
as followed by the signed copies and returned the
left in their entire custody. In fact, all new, and

expressed a strong and positive desire not be sent to the school. A report to the next senior commander concerning the situation occasioned orders to pick two men on any basis and detail them to school. One seaman first class, not theoretically qualified for a subject generally considered difficult, but who was at least willing, if pressed, was detailed to attend. His real desire was to become a gunner's mate, not a fire controlman. To some extent, his officers were able to convince him that the course would benefit him. The other man sent was selected for reasons of expediency. He was the fire controlman first class who did not desire to go, having many reasons of his own, including the fact that he has previously attended. Obviously, the officers concerned were trying to train our sailors, were attempting to do it in an organized and systematic manner, and wanted the best to attend, but certainly the Navy would not get ideal results from training those two individuals. If some techniques of motivation could have been discovered to select good men who desired to attend, or to change the situation so that the sailors would want to attend, all persons concerned would have been more satisfied, the students probably would have gained more knowledge or skill, and the efficiency of the Navy would have been improved.

reported a strong and positive feeling not to be made
 to the school. A report to the next board meeting
 concerning the situation suggested action to place the
 two on my list and make them to school. One reason
 that I was not immediately qualified for a position
 generally considered difficult, but was not I was
 willing to accept, was related to school. The fact
 having me to become a student's name was a little doubtful
 and. To some extent, but otherwise were able to explain
 his case the other would benefit him. The school was
 sent and explained the reasons of acceptance. He was the
 first conclusion that there was not desire to go
 being very much of the way leading the fact that he
 had previously attended. Obviously, the school was
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 in an organized and systematic manner, and asked the last
 to explain and explain the very much and that they
 were the feeling from the individual. It was that
 signs of attention would have been observed in school
 good and who would be able to do so. The situation
 so that the school would not be able to explain the
 school would have been satisfied. The student would
 could have been more prepared to do it, and the situation

of the very much and I was not prepared.

In the example described above, some officers were at an organizational level where the difficulties were particularly obvious, yet some of the remedies were far beyond control. Each officer sees difficulties and faults in other offices concerned with a problem. But it would be more to the point if each person were to have a fairly clear view of his own situation, a method of evaluating his own unit, and a way to see some possible improvements, especially those improvements under his own control. The problem of the students hinged around what can be referred to as motivation; the energy with which each individual man applies himself to his Navy task.

THE THESIS

The thesis is that the application of the best motivation techniques is of utmost importance to each person concerned with the administration or management of men, that the organization of those techniques into a check-list yields a scheme for the practical self-evaluation of the motivation conditions existing within the area of responsibility of each administrator, and that application of such a scheme will suggest needed administrative improvements to him. All of this can be proved, it is hoped, by presenting the check-list, evidence substantiating the principles in the

check-list, and a sample evaluation of a Navy job by use of the check-list.

For there are many conditions of value to the Navy which

THE PROBLEM OF MOTIVATION IN INDUSTRY

The importance of motivation in business and industry in the United States is easily established by recognizing the following points:

- a. The deep concern of management with the problem of increasing production through improving human efficiency.
- b. The great amount of literature dealing with management from the standpoint of "human engineering".^{1/}
- c. The many productive incentives, both financial and non-financial, tested and used by management.
- d. The great amount of production, time lost through strikes, slowdowns, unofficial work limits, featherbedding, and other personnel inefficiencies.

The situation and conditions in the Navy are far different from those existing in industry. In general, there is no production line. Pay cannot be as flexible nor as well adapted to production incentives. Strikes against the

^{1/} R. M. Yerkes, "Man-power and Military Effectiveness: The Case for Human Engineering," Journal of Consulting Psychology, (September-October, 1941), Volume 5, page 206.

at the end of the year, 1967, the total number of cases was 1,000.

The Department of Justice is advised that the following information was received from the Bureau of the Census:

[illegible]

1. The first part of the document is a list of names of persons who have been identified as having been in contact with the subject of the investigation. The names are listed in alphabetical order and are as follows:

1. The above information is being furnished to you for your information only. It is not intended to be used for any other purpose.

THE STATE OF NEW YORK
IN SENATE
JANUARY 10, 1917.

will be used as a guide in the future. The results of the study will be used to develop a more detailed and comprehensive study of the problem.

✓ U. S. National Newspaper and Stationery Association
New York, N. Y. 10017
1000 Broadway, New York, N. Y. 10017

government cannot be tolerated as are strikes in industry. Personnel of the Navy must be ready for varied eventualities. But there are many conclusions of value to the Navy which can be drawn from facts learned by industry. There may be some truth in Webster Robinson's statement to the effect that morale is the product of incentives.^{2/}

The Navy does not, and cannot afford to stick its head in the sand, play its own game, proceed on the policy that Navy problems are completely different, and that therefore, the Navy must use the Navy system alone and solve its own problems single handed. As proof, the fact should be noted that many officers are sent yearly to universities to garner all possible of the applicable bits of civilian methods and facts. There are many similarities between Navy and industrial conditions. Comparisons are of greatest value and interest. In fact, one of the greatest similarities exists in that Navy recruits are drawn from all citizens, from the sons of men in industry, and even from industry itself. They grow up together, read the same newspapers, desire similar things from life and expect the same type of treatment. If industry has a new and better procedure, it will be desired eventually by the men of the Navy.

^{2/} Webster Robinson, Fundamentals of Business Organization, (McGraw-Hill Book Co., New York, 1925), p. 199.

THE PROBLEM OF MOTIVATION IN EDUCATION

It is a simple matter to collect quotations and factual evidence to indicate a widespread belief that motivation is essential to effective learning. It is not necessary that I present the various theories of learning. Some psychologists go so far as to say that all learning must be motivated.^{3/} Almost all descriptions of the learning process include some mention of motivation.^{4/} McGeoch presents quite a comprehensive survey of what is known about motivation in learning. He concludes it saying, "The inference that motivation is one of the most necessary and potent conditions of rate of learning seems inescapable."^{5/}

3/ P. T. Young, Motivation of Behavior (John Wiley and Sons, Inc., New York, 1936), p. 171.

4/ As examples, see G. M. Wilson, Motivation of Arithmetic, U. S. Department of the Interior, Bureau of Education Bulletin, 1925 No. 43 (Government Printing Office, Washington, 1926), p. 2. Wilson listed six steps as part of the learning process: 1. Interest or motive; 2. Mental set; 3. Attention; 4. Understanding; 5. Repetition; 6. Use and application. See also Young, op. cit., p. 327, for a discussion of the law of effect. Thorndike's laws of learning are the laws or principles of readiness, exercise, effect, and belongingness. Certainly these contain implications of motivation.

5/ J. A. McGeoch, The Psychology of Human Learning, (Longmans, Green & Co., New York, 1942) p. 273.

Motivation is important from the teaching end of education as well. The Army Air Forces Aviation Psychology Program produced the following statement: "Experienced supervisors in both primary and advanced schools have ranked interest in the job of teaching as the quality of the most importance for success as an instructor.^{6/} One widely accepted theory of learning sees education as only assisting each individual to teach himself, thus, each instructor must motivate each individual student to direct himself toward the task of learning a subject and to do so with sufficient energy to assure reasonable success.

THE PROBLEM OF MOTIVATION IN THE UNITED STATES ARMY AND NAVY

When desiring improved performance, educators often speak of motivation, industrial managers speak of incentives, and Army or Navy officers tend to refer more often to discipline, training, morale, or to leadership. All of those term overlap; all have the same aim, increased human efficiency. The importance of motivation in military service is easily established by recognizing the following facts:

- a. This problem, to a large extent, precipitated the multitude of books about military leadership.

^{6/} United States Army Air Forces, Aviation Psychology Program, Report No. 14, Psychological Research on Problems of Redistribution (Government Printing Office, Washington, 1946). preliminary ed., p. 26.

A glance at the prefaces and tables of contents will show such subjects as loyalty, duty, discipline, discontent, competition, motives, propaganda, efficiency, etc. The Army and Navy are continuously studying leadership.^{7/}

- b. Lack of personal motivation in an individual has many times been blamed for lack of individual success. In fact, Professor John C. Flanagan, of the University of Pittsburgh, said that one of the more important contributions of the Army Air Forces Aviation Psychology Program to the science of personnel psychology was in the area related to motivational factors. "It was shown that measures of broad interests, inclinations, and values could be used to improve the predictions of success obtained from aptitude test scores."^{8/}

^{7/} Several studies of leadership were made during the War. An example is the study reported by the Army Air Forces Aviation Psychology Program in Report No. 14, op. cit., tables 3.1 and 3.2 especially. At present, a cooperative study of leadership is being conducted by the U.S. Navy, Office of Naval Research and The Ohio State University Research Foundation. Another study of leadership is being conducted by The University of Maryland in conjunction with the U. S. Navy.

^{8/} John C. Flanagan, Professor of Psychology at the University of Pittsburgh, and during World War II Director of the U. S. Army Air Forces Aviation Psychology Program, and Chief, Psychological Branch, Research Div., Office of the Air Surgeon, a speech, Contributions of Research in the Armed Forces to Personnel Psychology, presented at the meeting of the Council of Guidance and Personnel Associations at Columbus, Ohio, March 28, 1947.

c. There have been many instances in military history when results have been less than ideal due to undesired motivation, instances of gold bricking, gun-decking, refusal of some pilots to fly continued combat, absence without leave, shirking duty, retreat from battle, and slowness in answering a call to work.

d. The Army and Navy high commands are continuously attempting to influence men; to motivate them in one way or another, to enlist, or to fight, or to combat venereal disease, or not to fraternize with a conquered enemy.

The trend in personnel administration and personnel psychology in the Navy and out, is toward more "scientific" procedures. ^{9/} Sometimes the word "scientific" is used rather loosely because of the added prestige it gives whenever

^{9/} For discussions concerning the personnel procedures used and considered of value in the services see: James C. O'Brien, "Military Personnel Administration: The United States Navy", Public Personnel Review, (October, 1943), Vol. 4, No. 4, pp. 238-243; Ruben Horchow, "Military Personnel Administration: The United States Army", Public Personnel Review (April, 1943), Vol. 4, No. 2, pp. 103-109; and J. W. Hawthorne, "Military Personnel Administration: The United States Marine Corps", Public Personnel Review, (July, 1943), Vol. 4, No. 3, pp. 173-178. In general, these articles presented the principles of classification, merit system, testing, orientation, early choice of duty, interviewing, and assignment.

There have been many instances in which the
very same results have been obtained from the
use of different methods, and the results of the
experiments have been entirely different from
those obtained from the use of the same method
on the same material. The results of the
experiments have been entirely different from
those obtained from the use of the same method
on the same material.

THE BUREAU OF INVESTIGATION HAS BEEN ADVISED THAT THE ABOVE NAMED PERSONS ARE CURRENTLY EMPLOYED BY THE BUREAU OF INVESTIGATION AND ARE CURRENTLY EMPLOYED BY THE BUREAU OF INVESTIGATION.

[illegible]

applied. But here I mean procedures guided by systematized knowledge and organized facts. The trend is evident in the increased use of prediction methods, fact finding surveys, action based on such facts, improved classification of men by abilities and experience, and the organization of facts about the jobs to which the classified men may be assigned. This thesis was born because of inability to remember, or comprehend, or even to find any presentation of leadership which dealt with motivation in the Navy of today, and which satisfied as being factual, systematic, and reasonably complete. It may be an exaggeration to apply the word "scientific" to the check-list scheme; but the list is presented as a step toward more scientific personnel administration and personnel psychology. This claim is based not on the presentation of any new facts, but rather on a new system of organizing old facts for presentation and for use.

The present scheme is a first step in the development of a more complete system of personnel administration and personnel psychology. It is a first step in the development of a more complete system of personnel administration and personnel psychology. It is a first step in the development of a more complete system of personnel administration and personnel psychology.

THE AUTHOR'S INTENTION IS NOT TO PRESENT A COMPLETE SYSTEM OF PERSONNEL ADMINISTRATION AND PERSONNEL PSYCHOLOGY, BUT TO PRESENT A FIRST STEP IN THE DEVELOPMENT OF SUCH A SYSTEM.

W. F. L. Thompson, *Collection of Educational Tests* (John Wiley and Sons, New York, 1911), p. 11.

2/ Table p. 1.

[illegible]

CHAPTER II

A SURVEY OF THE FIELD OF MOTIVATION

A DEFINITION OF MOTIVATION

"Motivational psychology may be defined as the study of all conditions which arouse and regulate the behavior of organisms. The arousal of behavior necessarily implies a release of physical energy from the tissues. The regulation of behavior includes the control of activity through purposive determinations, as well as the restriction of activity by organic structure.^{1/}

The above definition is good because it is broad enough to cover every possibility. In fact, the author used the first forty-five pages of the book to show that it would be broad enough to include all theories, all motives, all incentives, all subjects to be motivated, and all behavior. The statement is often made that "All behavior is motivated."^{2/} The proof seems to consist only of the assumption that there must be a cause, and as there seems to be no exception, all behavior must have behind it some reason, psychological, or environmental.

But, the dictionary definition is more useful, "Motivation is the act of providing with, or basing upon a motive;

^{1/} P. T. Young, Motivation of Behavior (John Wiley and Sons, Inc., New York, 1936), p. 45.

^{2/} Ibid., p. 1.

of moving, impelling, inducing, inciting.^{3/} There is no need, however, to hew strictly to any of the commonly accepted definitions of motivation. The purpose is the guide, not the dictionary definition. Therefore, a definition better fitting the purpose is that motivation for leaders in the U. S. Navy is the act of supplying the best of all those conditions which will arouse and regulate the behavior of sailors in a manner to best serve the Navy.

EXPERIMENTATION IN MOTIVATION

Any facts concerning motivation must be drawn from some sort of experience. There is no known system of computing the result of adding one or more incentives to a given situation. It must be tried. Once tried, all that is known is that specific results were obtained for the existing conditions. It will be impossible to exactly duplicate the human conditions. Trying the experience on Sunday instead of Saturday, or even on any other Saturday, might give different results. Still, if the important conditions of the situations are similar, the results

^{3/} Webster's New International Dictionary, Second Edition, Unabridged, (G. & C. Merriam Co., Springfield, Mass., 1934).

probably will be nearly similar. If experimentation can yield any such results, can show any uniform tendencies between motives and the behaviors which follow them, it will show facts of value.

Satisfactory experimentation may follow one of two patterns: the control method or the case study method. The better of the two is probably the control method. Here the experiment is repeated as many times as is useful or practicable, and, at the same time, an additional group of subjects is observed, as nearly similar as possible to the first, under as nearly identical conditions as possible, except that the motive or incentive being studied is not introduced. Results should show a difference between the motivated and the non-motivated conditions, though it is difficult to prove beyond a doubt that the behavior resulting is due solely to the incentive.

A second pattern is the case study method. Records are collected on one or more cases, as complete a set as possible, listing all of the conditions of a true experiment. Events are analyzed to determine what behavior generally follows specific motivation. The main objection to the case study method is that one is even less certain that the results obtained occurred only because of the introduction of the specific incentive.

presently will be nearly similar. If investigation can
 yield any such results, we shall not only be able to
 determine whether the behavior of the subjects is
 all the same or not.

Statistical examination may follow as of the

present. The subject asked to the same effect.

The subject of the test is probably the same subject.

The experiment is repeated on many cases as is usual in

psychology, and, at the same time, an additional group

of subjects is selected, as nearly alike as possible

to the first, under as nearly identical conditions as

possible, except that the motive or incentive varies slightly

in not infrequently. Results should show a difference between

them the subject and the non-subject respectively, though

it is difficult to prove beyond a doubt that the behavior

resulting is due solely to the incentive.

A second subject is the one who is asked.

and selected on the same basis as subject A and on the

same basis as of the conditions of a first experiment.

Results are compared to determine what behavior generally

follows specific motivation. The same subject is then

used again, as was in the first case, but with the

the results obtained under this condition as the basis

of the specific incentive.

With all of the recorded history we have behind us, it would seem that by now, we should have many generalizations from analyzing case histories, and we do. The generalizations are far from being the scientific tools that are needed for good personnel administration. We have many platitudes, quotations by Napoleon, John Paul Jones, Dewey, and even such leaders of today as Nimitz and Halsey. The results obtained by those leaders in action give stature to their conclusions concerning leadership. Yet, we do not know whether some of the more modern leadership methods would have secured them even greater successes. Times have changed. The attitudes of men have changed. New incentives are available. Some of the suggested motivation techniques in the check-list will necessarily be based on such accepted opinions as mentioned above, because real facts often are lacking. Some of the suggestions will be based on facts from true experiments. An attempt will be made to present the available foundation upon which the suggestions of my check-list are based, whether facts, generally accepted beliefs, or merely opinions.

Very little experimentation has been accomplished concerning the motivation of adult men. There are many reasons. To give accurate results, the motivating conditions must be made to enter into a real life situation. Sufficient supplies

[illegible]

of adult men for experimentation are not always available to the psychologists and human subjects are complexly motivated. It is seldom, or never, possible to measure learning based upon a single motive.^{4/} For the experimental results to be of maximum significance, the subjects should be adult men, specifically men of the United States Navy. Statistics obtained from college men do not necessarily hold true for sailors. And the motives of recruits are not necessarily identical to the motives of blue jackets with eight years of service.

The establishment of satisfactory criteria for experimentation is exceedingly difficult. Such difficulties have caused experimenters to work mostly with school children, with rats, monkeys, and goats. Considerable data have been produced using motives of hunger, fear, pain, praise, reproof, interests, attitudes, punishment, and reward. Little has been done with such motives, as social acceptance, suggestion, persuasion, force, and dominance. The easy problems have been touched. The hard ones have not been examined experimentally to a sufficient extent. Motivational experiments have dealt primarily with deprivation and have sought

^{4/} J. A. McGeech, *The Psychology of Human Learning* (Longmans, Green and Co., New York, 1942), p. 264. For surveys of experimentation in motivation, see G. M. Diserens and J. Vaughn, "The Experimental Study of Motivation", *Psychological Bulletin* (1931), Vol. 28 and Young, *Op. cit.*, *passim*.

of which are the experimental and the clinical studies
by the epidemiologists and the social scientists and the
other. It is evident, however, that the clinical studies
are based upon a single subject. On the other hand, the
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relationships between deprivation and behavior, especially learning behavior. Thus, they have been negative rather than positive in approach.

Experimentation is incomplete because human motivation, as well as the criterion, is difficult to measure. Motivation was found to be one of the attributes least well measured by the selection and classification testing battery of the Army Air Forces during World War II. There was, in general, a dominant note of motivation in the A.A.F. researches on the success of pilots, bombardiers, navigators, and gunners. It was mentioned in statements as a major reason for success or failure. A better measure of motivation would have raised the validity of the test battery.^{5/}

THE LACK OF CRITERIA

Experimentation, or any method of obtaining facts, must include some system of measuring results. It is essential that we be able to know definitely that a given type of automobile tire has outworn another type, or will last for forty-five thousand miles, or will withstand temperatures to 280°F. In the field of motivation we desire to know that a certain

^{5/} United States Army Air Forces Aviation Psychology Research Program, Psychological Research in the Theaters of War. Report No. 17, (Government Printing Office, Washington, 1946. Preliminary Draft), p. 92, *passim*. See also tables 7.1 - 7.1:

These positive in nature.

[illegible]

1. The first of the following is the name of the person who is the subject of the report.

incentive will improve output, or that it will improve human performance to a greater extent than another incentive. Such established characteristics are the criteria.

Take, for example, a radar operator. Are you satisfied if he wakes up and somehow detects every enemy in the vicinity? Is eternal vigilance more important, even though once in a while he makes a mistake in reporting contacts? Does method of operation enter into the criteria? Is it important that he take an interest in maintaining his equipment? Should he be sufficiently enthusiastic about his radar set to attempt development of improvements in material or method? Of course, these are all valuable characteristics. But, at times one may be all important; at other times, all of these -- and others -- may be equally important. Can we use these and other characteristics to evaluate the performance of an individual or group of men? It is not necessary to be able to compare one man with another. The essential is that somehow we know whether a given type of motivation improves or destroys performance, and roughly, to what extent.

Some experimentation has been done in the field of motivation toward learning. The criteria generally have been based upon school successes, meaning high scores in course examinations. These also have been the criteria for the

2/ S. O. Jackson, "A Review of Leadership Studies with Particular Reference to Military Problems", *Psychological Bulletin*, (January, 1947), Vol. 42, No. 1, pp. 57-72.

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Some experimentation has been done in the field of self-
action control learning. The results generally have been
based upon school environments, involving grade school to college
students. This has been done with the intention of the

performance of teachers, but the aims of the teachers differ. Sometimes they intend to give the greatest understanding possible of the subject at hand, and other times to teach a skill. For example, it has been found that if a teacher aims to have his section produce the highest grades on a common examination, he will do well to concentrate on first, teaching terminology, and second; drilling in the use of terminology.^{6/} Examination marks so produced probably will not be a fair criterion of the learning. During World War II several experimental studies were made to determine correlations between scholastic success of military personnel and their later duty and combat success. In general, there was a low, positive correlation, though in many cases, the correlation was practically zero.^{7/} When experimenting with motivation, the criterion of school success can be used for performance in the school situation, but it cannot be used accurately for teaching, combat duty, or leadership.

LITERATURE ABOUT MOTIVATION

There is much literature available which is concerned with motivation. It is possible to collect references and

^{6/} Dr. H. A. Edgerton, Professor of Psychology, Ohio State University, has found this to be true by experimental work with his classes.

^{7/} W. O. Jenkins, "A Review of Leadership Studies with Particular Reference to Military Problems", Psychological Bulletin, (January, 1947), Vol. 44, No. 1, pp.54-79.

quotations without end to substantiate each statement made herein, however, the literature varies to a great extent as regards the value of the statements. A brief discussion of the situation is pertinent here.

The literature concerning motivation may be classified in the following manner:

1. Reports of formal experiments;
2. Extensive analysis of case histories;
3. Textbooks and references consolidating established facts and accepted opinions. They are found in such fields as psychology, personnel management, business management, and public administration;
4. Presentation of theories, largely based on facts, but often biased somewhat because of the desire to sell the theory;
5. Opinions of successful and expert leaders; Opinions of theorists, authors of many ideals and few practical facts, particularly for the conditions of the U. S. Navy.

There are other classifications possible, and more detailed breakdowns could be made. The only purpose is to show that the sources of information vary greatly in value. Each source itself varies in value. An attempt will be made to substantiate each item in the check-list with the

best references possible and a few words in evaluation where possible.

Jenkins, in reporting the Army Air Forces leadership survey, used the dictionary definition of leadership, i.e., "the act of guiding or directing the behavior of one or more individuals."^{8/} This certainly involves motivation, but, as Jenkins pointed out, none of the books concerning general military leadership is based on empirically determined evidence and all of them reflect the personal opinions and speculations of the authors. He pointed out that the characteristics presented as significant in successful leaders were selected without basis of fact and that miscellaneous, rather ambiguous catchwords or phrases were used to illustrate the author's opinions, e.g. practice what you preach, be cheerful, be a seaman, know your stuff, and avoid careless criticism. A list of principles of motivation^{9/} was laid down by Wilson, referring to general personnel management. These were of the same general type found in most military leadership manuals; apparently good, but not clear out or substantiated.

^{8/} Jenkins, op. cit., passim.

^{9/} G. M. Wilson, Faye Burgess, and W. Dunn, "Motivation", Personnel Journal, (October, 1945), Vol. 24, No. 4, pp. 154-157.

best relations possible with a few words in explanation
 some points.
 Finally, in referring to the New York
 survey, and the historical definition of "Indians," I
 "the act of killing or capturing the Indians of one
 more Indians." This certainly involves violence,
 but, as Indian blood runs in the veins of many
 people living today, it is not an exclusively Amer-
 ican problem and all of them have the same prob-
 lem and responsibility of the future. It is not that
 the responsibility rests on a single person or group
 Indians were killed along with the rest of the
 elements, but the responsibility is shared by all
 in the world. The Indian's rights are the same as the
 rights of any other man, and we must have the same
 respect for all. A list of principles of action
 was laid down by the Indian, relating to the
 management. These were of the same general type found in
 most other systems; however, they were not
 given out as suggestions.

✓ Indian, pp. 111, 112.
 ✓ A. S. Allen, "The Indian," pp. 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

THEORIES OF MOTIVATION

The purpose is not to present a new theory concerning motivation, nor is it to enter a critical discussion of the relative merit or truth of various theories. Rather, it is the purpose to organize for practical use, all possible of the applicable knowledge about motivation which, to a reasonable extent, is proved or accepted as fact. Theories will be considered only to the extent that will tend to further the purpose.

At times, there has been a great deal of interest in the general subject of motivation. On such period was in the nineteen-twenties. There was an attitude, not a theory, but a point of view which saw motivation as the business of dangling various incentives in front of people. Thus, motivation consisted of presenting various baits to lure the workers to selected tasks. Questions of the day were concerned with the relative drawing power of different lures, or the worth of trying this or that suggestion.

This is definitely not the accepted attitude today, nor is it a useful attitude for several reasons: Firstly, different incentives have different values to different people, and different values to the same person in different situations. Secondly, these incentives often had value but still would not overcome the trouble. It would take

THEORY OF MOTIVATION

The problem is not to present a new theory concerning motivation, but to enter a critical discussion of the relative merits of each of various theories. Theories in the subject are numerous but few are all embracing of the principles involved in motivation which is a reasonable extent. It is not to be expected that any one will be concerned only in the theory that will lead to the best results.

At times, there has been a great deal of discussion in the general subject of motivation. On each point one is the same-minded. There was no discussion of a theory but a point of view which was common to all persons of similar views. Motivation is the study of the factors which are concerned in the process of motivation. Questions of the theory are concerned with the relative strength of different factors in the study of the theory. Questions of the theory are concerned with the relative strength of different factors in the study of the theory.

There is a tendency to see the subject as a whole, not in its own right but in its relation to the whole. It is not to be expected that any one will be concerned only in the theory that will lead to the best results. It is not to be expected that any one will be concerned only in the theory that will lead to the best results. It is not to be expected that any one will be concerned only in the theory that will lead to the best results.

more than the available \$5.00 incentive to overcome a lack of interest in the job. Thirdly, it is a shotgun sort of techniques in which the employer offered a mass of incentives to his workers. He was saying, in effect, "Here are a lot of things you might like. You may have them if you will stay on the job and increase production." He erred in that he only guessed at a group of things they might want. He should have discovered first what really was wanted. Often these wanted items would be cheaper, but would not be a type of incentive that could be dangled as bait.

ASSUMPTIONS

It is desired that this scheme be based on facts about motivation collected from every possible source, from experiments, literature, experts, industrial leaders, religious leaders, Naval leaders, educational leaders, and from history. But, these should be backed up in some way to establish them as fact. And even then, because of the nature of the problem, individual differences, and the lack of complete records and experiments, the foundation may at times be somewhat weak. In order to give the check-list reasonable completeness, however, it is necessary to use the best information available and evaluate it as best possible. Because of the variety of sources it is desirable to state some assumptions

to limit the general field of motivation to the specific problem. The assumptions upon which are based the selection of facts for the check-list follows:

1. The motive involved must in some way be useful to the United States Navy, though it matters not whether the use be at the high command level or at the petty officer level.
2. The motive involved should be one of value to adult men, specifically men between the ages of seventeen and forty-five.
3. The check-list must include sufficient information so that it organizes and encompasses the entire known field of motivation in the Navy to a reasonable extent.
4. The check-list must be brief enough that it might be read and used.
5. The check-list must be sufficiently understandable so that it can stand alone during use. That is, it must not be necessary continually to refer to references for reasonable understanding.
6. It must serve as an aid to remembering principles and a stimulant of better personnel administration.
7. The information must be up to date. Older values are sometimes as out of date as the 'cat o' nine tails.'

to limit the number of visits of visitors to the hospital
premises. The hospital authorities have issued the following
list of rules for the above-mentioned purpose.

1. The visitor must be present in the hospital premises
at the time of the visit. No other person is allowed to
accompany the visitor. At the time of the visit, the
visitor must be accompanied by the hospital authorities.

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6. The visitor must be present in the hospital premises
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8. The motives of men with phobias, complexes, and psychiatric problems are important, but they are beyond the scope of the present check-list.^{10/}

9. The methods must be legitimate. Men of the Navy who might see this list should feel that the techniques do not trick them or cheat them. The aim is better leadership for the good of the service.

FINAL APPENDIX

The above "trial and error" guide is only a rough approximation of the techniques. Continuous "trial and error" is the best and only possible method, particularly since the situation is completely unique and without precedent. However, anyone who is working in the field of personal development often produces surprising and successful results. Some leaders have even achieved even though they give no conscious consideration to the application of the law. Other

10/ See Karl A. Menninger, The Human Mind (A. A. Knopf, New York, 1945), passim, especially pp. 436 ff.

0. The number of times the word "the" appears in the text is 10.

and responsible for the results of the study.

Training with the system will be required and will be provided.

U. S. DEPARTMENT OF AGRICULTURE

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CHAPTER III

VARIOUS POSSIBLE APPROACHES TO THE PROBLEM OF MOTIVATION IN THE NAVY

Chapter I and II have discussed the importance of motivation, particularly its importance in the Navy, some of the problems of motivation, and the general extent of our knowledge in the field of motivation. The present chapter deals with some of the various ways in which the principles of motivation can be applied to practical use.

TRIAL AND ERROR

The name "trial and error" tends to make any system or solution appear ridiculous. Sometimes "trial and error" is the best and only possible method, particularly when the situation is completely unique and without precedent. However, mistakes when working in the field of personnel management often produce malingering and disastrous results. Some leaders make such mistakes even though they give serious consideration to the enthusiasm of the men. Often the mistakes ^{are} made because the leaders select one incentive or motivation principle at random and proceed to give it a trial.

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The name "U-1" and other "code" to make my report

Quite a few examples of disasters could be quoted. One manufacturing company desired to decrease waste of a certain piece, and thereby increase production. They installed an incentive system which included good pay if the piece were within tolerances, no pay if the piece were ground too little, it could be refinished, and a pay penalty if the piece were cut too much and thereby wasted. The results were that the workers avoided the penalty and tended too much toward the side of insufficient grinding. In fact, a large percentage of pieces needed refinishings. Production slowed down, workers' wages dropped, and the workers felt they had been tricked.^{1/}

Another example was a ship in which there was temporarily an attitude and degree of cooperation which was less than desired. The officers decided that it was a party the men wanted. It was aimed to please the men, but it did not correct the real basis of their discontent. In fact, the way in which the party was offered aggravated the discontent. The author has since been told by a member of that crew, "The only thing I didn't like was the way you

^{1/} E. D. Klinzler and H. M. Scott, The Practical Application of Probability to Inspection (Unpublished Master's thesis, Ohio State University, Columbus, 1929), passim. The conclusion was furnished by Dr. Paul M. Lehoczky, in a class lecture, July 3, 1947, Ohio State University.

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tried to handle that party." Undoubtedly, he was even then being a little polite. That party, a trial which did not satisfy a felt difficulty, stuck, irritated the crew, and was a painful error.

FACTS VERSUS BEST JUDGEMENT

There is no conflict between facts and best judgement. It is not one versus the other. When facts are available, any action taken should be based on facts and tempered by best judgement. But, in the field of personnel management there are few facts which are positive, all inclusive, and everlastingly up to date. A situation is often entirely new with no precedent. Or, it may be that similar situations have occurred before, but that no one ever recorded, collected, or analyzed the applicable data. When a situation arises, one for which there are no positive facts, the person responsible for taking corrective action may be able to lean back in an easy chair and arrive at the best possible solution. Yet, such a method offers no assurance that he will consider all possible solutions.

As an example, the Navy during May of 1947, was anticipating a need for stepping up the enlistment rate due to a large group of enlistments expiring in the fall. A survey team was sent out at that time to discover why the new recruits

are enlisting. Such knowledge enables the adoption of recruiting techniques appealing to the most effective motives.

COMPREHENSIVE VERSUS PIECEMEAL

One reason for selection of the check-list scheme is that it presents reasonably comprehensive coverage. It is believed that a comprehensive organization of the materials of motivation is needed more than another run-of-the-mill experiment concerning a small phase or limited problem, at least for practical purposes. Piecemeal solution of the problem consists of experiments with methods and problems of motivation. Some results get lost in the many libraries, some parts of the field are always obsolescent and some parts of the field never get covered. At intervals a comprehensive summation is necessary. There is no assurance that the check-list will solve any of these ills, but it tends to present the best information available and to be as up to date as possible.

STATISTICS

Some of the persons who have examined the check-list have expressed a desire to see statistical evaluations and results. The check-list in its present form is not designed to permit the application of statistics. The first reason

for not encouraging statistics is the individual questions and suggestions are important, not an overall score. Secondly, the problem is not set up as one of analyzing many people to learn the average motives. Rather it is set up in the check-list as an individual problem in which the individual being considered might be an exception to the rule. And thirdly, a statistical solution probably would tend to give an impression of greater accuracy concerning the suggestions than would be warranted.

SUMMARY OF PART ONE

This thesis grew first from a felt need for an additional, somewhat objective method of personnel administration, particularly through the approach of motivation, second, from the belief that a useful organization of applicable knowledge concerning motivation would be a valuable contribution toward the objective of increased human efficiency, and third, from the idea that a useable plan for application in the United States Navy would be a practical check-list of motivation techniques. Part II follows immediately, which presents the check-list with a discussion of its construction and use.

[illegible][illegible]

The following is a list of the names of the persons who have been appointed to the various offices of the County of ...

PART TWO

The following is a list of the names of the persons who have been appointed to the various offices of the County of ...

A PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES

FOR USE BY THE UNITED STATES NAVY

OBJECT: TO AID OFFICERS IN THE NAVY IN THE SELECTION OF MOTIVATION TECHNIQUES
PRESENTING: A PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES
FOR USE BY THE UNITED STATES NAVY

INTO A CHECK-LIST OF MOTIVATION TECHNIQUES FOR USE BY THE UNITED STATES NAVY.
 The check-list is a complete unit within itself, including a statement of the object, a brief explanation, and instructions for use. Therefore, without further comments, the next sixteen pages comprise the final form of A PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES FOR USE BY THE UNITED STATES NAVY.

The scope of motivation in the Navy has been limited to
 were in this check-list, namely:

A. The broad problem of maintaining maximum efficiency from personnel can be divided into four sub-problems: 1. The problem of selection of personnel; 2. The problem of training; 3. The problem of promotion; 4. The problem of retention. This list has been arranged in that order and the last is first. classification and the others will then be arranged in that order.

1. Promoting work to which people have, energy, and initiative.
2. Organizing work to be done in a logical way.
3. Encouraging work by providing specific incentives.
4. Training and/or instructing personnel and other staff.
5. Motivating personnel to work with efficiency and initiative.

CHARTER 1918

PROVISIONAL A CHARTER OF THE UNITED STATES
FOR THE YEAR 1918

The Charter of 1918 is a complete and revised edition of the original Charter of 1917, and contains a statement of the objects, a brief history, and instructions for use. The Charter is divided into two parts, the first part being the Charter of 1917, and the second part being the Charter of 1918. The Charter of 1918 is a complete and revised edition of the original Charter of 1917, and contains a statement of the objects, a brief history, and instructions for use. The Charter is divided into two parts, the first part being the Charter of 1917, and the second part being the Charter of 1918.

A PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES

FOR USE BY THE UNITED STATES NAVY

Object: To aid officers in maintaining personnel in the highest state of efficiency, usefulness, enthusiasm for the service, and readiness for emergencies.

This is an attempt to condense and organize a very broad field into a check-list of practical use. Being a collection of generally approved, used, and accepted techniques or principles of motivation, this list is expected to aid officers in recalling useful items rather than to present something new. It might be used by an officer when one or more men are slack or negligent in their duties. He might use it about once every six months, when he has a free half hour, to review quickly his personnel program. He might ask a petty officer who has just mishandled a leadership problem to use the check-list, or the check-list might be used as one assignment in a Navy leadership school.

The scope of motivation in the Navy has been limited two ways in this check-list, namely:

A. The broad problem of obtaining maximum efficiency from personnel can be divided into five classifications. This check-list has been arranged to deal primarily with the last or fifth classification and the others only when they are interrelated or bear on it.

1. Planning work to avoid waste time, energy, and material.
2. Organizing men into an effective team.
3. Controlling men by requiring specific behavior.
4. Training men, or obtaining trained and able men.
5. Motivating individuals to exert most effective efforts.

1. PURPOSE OF THE STUDY

1.1. OBJECTIVES OF THE STUDY

The purpose of this study is to investigate the effectiveness of the proposed system in reducing the number of errors in the data entry process. The study will also aim to identify the factors that influence the accuracy of the data entry process.

The study is divided into two main parts. The first part is a literature review, which will provide a background on the topic and identify the research gaps. The second part is an experimental study, which will involve the development and testing of the proposed system. The experimental study will be conducted in two phases. In the first phase, the system will be tested in a controlled environment. In the second phase, the system will be tested in a real-world environment. The results of the study will be presented in a report, which will include a summary of the findings, a discussion of the implications, and recommendations for future research.

The study is divided into two main parts.

1. The first part of the study is a literature review, which will provide a background on the topic and identify the research gaps.
2. The second part of the study is an experimental study, which will involve the development and testing of the proposed system.

The study is divided into two main parts.

1. The first part of the study is a literature review, which will provide a background on the topic and identify the research gaps.
2. The second part of the study is an experimental study, which will involve the development and testing of the proposed system.

B. This list has been limited to the consideration of personnel as individuals. It fits best the case of an officer who is evaluating the personnel situation within his unit by consideration of each man individually, but this list, with a few modifications, would be helpful to an officer considering a large group as a whole, even the entire Navy. In the last event, it is necessary to determine accurately what the average man, or the majority thinks, believes, and desires. In the interest of simplicity this list is pointed toward the individual approach.

Section I of the check-list is a series of questions which are not designed to yield a score nor to indicate whether conditions are relatively good or bad. Instead, they are intended to point out leadership areas where there might be room for improvement. Section II is a list of techniques suggested for improvements that might be indicated by Section I and pointed out by the reference numbers.

In order to aim this check-list specifically at an individual, indicate here in writing his name or the name of his job.

Name or Job

SECTION I

Answer all of the following questions. Check either (Yes), (?), or (No). You may rightly feel that you have insufficient information to support a positive answer. In that case, check the (?). The information may be obtained by observing the man's actions, by

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Page 10

EXHIBIT 1

Exhibit 1 of the following documents, dated 1911,

is a copy of the report of the Commission on the

Education of the People, and to provide for the

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interviewing him, by questioning others who know him, or by asking him to fill out and answer a questionnaire. The questions are arranged roughly in that order. The questions, in general, easiest to answer, or those a leader should know through observation of the man, are first. Those which might require interviews are second. The last questions are most difficult to answer, and for them, a questionnaire might sometimes be advisable.

<u>Questions to Locate Areas for Possible Improvement</u>	<u>Answer (Yes) (?) (No)</u>	<u>Reference to Techniques</u>
Has he some outstanding skill or knowledge?	(Yes) (?) (No)	3, 4, 9, 11, 14, 15, 36, 39, 40
Is his name widely known aboard ship and in other ships or stations?	(Yes) (?) (No)	1, 3, 4, 5, 9, 36, 48
Does he have several good friends among the crew?	(Yes) (?) (No)	5, 9, 12, 35
Can he write home with pride about his job in the Navy?	(Yes) (?) (No)	10, 19, 20, 21, 24, 36, 42, 48
Does he feel that routines such as maintenance check-off lists are helpful?	(Yes) (?) (No)	16, 37, 43, 26, 28
Does he feel capable of accomplishing the job?	(Yes) (?) (No)	14, 18, 36, 39, 40, 41, 42, 43, 49, 50
Is he eager to learn his job or to pursue his studies?	(Yes) (?) (No)	14, 15, 16, 17, 41, 42, 44, 46
Is he effectively busy?	(Yes) (?) (No)	16, 17, 18, 28, 30, 49, 52, 38
Do his officers know his problems and give help or consideration when possible?	(Yes) (?) (No)	22, 23, 26, 27, 30, 29, 34, 39, 50, 51
Has he made any special requests lately?	(Yes) (?) (No)	23, 24, 25, 30
Does he generally accept suggestions in a spirit of willing cooperation?	(Yes) (?) (No)	18, 31, 45, 47, 52, 55, 56, 57, 58

that, a question which sometimes is asked.

second. The first question was most difficult to answer, and for
the most part, those which might require explanation are
to answer, on which a further thought must be considered as
answered roughly in that order. The question, in general, cannot
be to fill out and answer a question. The question was
interesting too, the question which was asked, up to the end.

Does he follow the group and conform to custom or the majority?	(Yes) (?) (No)	12, 31, 33, 35, 45, 47, 52, 56, 57, 32
Does he take opportunities to throw his weight around, to dominate others?	(Yes) (?) (No)	41, 42, 46, 47, 54
Does he accept responsibility?	(Yes) (?) (No)	23, 44, 46, 47, 50, 52
Does he speak of the ship's crew and teams as "We"?	(Yes) (?) (No)	4, 5, 6, 7, 8, 12, 15
Does he feel the job is good enough for him?	(Yes) (?) (No)	11, 13, 14, 19, 31, 33, 36, 37, 58
Is he working well in order that he will be transferred to other duty?	(Yes) (?) (No)	17, 24, 25, 50, 52, 56, 57
Does he feel his work is appreciated?	(Yes) (?) (No)	1, 4, 6, 10, 20, 21, 39, 48
Do his family and friends know his Navy reputation, if it is good?	(Yes) (?) (No)	1, 2, 3, 5, 6, 20, 29
Is he proud to be identified as a member of the Navy?	(Yes) (?) (No)	1, 2, 6, 7, 8, 16, 27, 48
Does he know exactly what constitutes satisfactory performance in this job?	(Yes) (?) (No)	1, 26, 37, 38
Is he proud to be known as one of the crew of this ship?	(Yes) (?) (No)	1, 5, 6, 7, 8, 13, 15, 27, 29, 48
Does he feel that he is progressing toward some future goal or aim in life?	(Yes) (?) (No)	15, 36, 37, 38, 41, 42, 43
Does he feel his time is well spent and not wasted?	(Yes) (?) (No)	10, 16, 17, 21, 24, 36, 38, 41, 43
Does he consider his job of value to the Navy?	(Yes) (?) (No)	17, 21, 24, 36, 43
Do his dependents, if any, have satisfactory living conditions?	(Yes) (?) (No)	22, 23, 24, 27, 48
Is he reasonably well-satisfied with his income?	(Yes) (?) (No)	22, 23, 24, 27, 43, 48

Does he believe the group and members to contain or be corrupted?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
Does he take responsibility for things his weight around, or doesn't think?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
Does he accept responsibility?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
Does he speak of the group's work and goals as "his"?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
Does he feel the job is good enough for him?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
Is he willing to do what he will be transferred to other duty?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
Does he feel his work is representative?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
By his family and friends know his duty regulation, is it his duty?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
Is he proud to be identified as a member of the group?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
Does he have enough about organization to identify members in this job?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
Is he proud to be known as one of the crew of this ship?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
Does he feel that he is representative of the crew of this ship or the ship?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
Does he feel his ship is well kept and not messy?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
Does he consider his job of value to the group?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
Do his standards, if any, have relation with living conditions?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
Is he personally well-satisfied with his income?	(Yes) (1) (No) 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

Is his feeling of personal importance in the organization about correct?	(Yes) (?) (No)	58, 4, 11, 13, 14, 21
Does he believe that any existing undesirable conditions are reasonably necessary?	(Yes) (?) (No)	25, 34, 43
Does he believe that his requests are considered?	(Yes) (?) (No)	22, 23, 27, 34, 48
Does he notice that in some ways the ship seems to be run left-handed or awkwardly?	(Yes) (?) (No)	44, 46, 54
Does he know and comply with ship's orders?	(Yes) (?) (No)	34, 40, 43, 52, 53
Does he believe his leaders are doing all they honestly can to help him as an individual?	(Yes) (?) (No)	27, 34, 39, 43, 28
Does he think his leaders "know the score", or understand what really goes on and what should be done?	(Yes) (?) (No)	23, 26, 30, 32, 39, 49, 50, 51, 53, 58, 39
Does he believe that the better breaks go to those who perform best?	(Yes) (?) (No)	23, 32, 37, 39, 54
Does he believe that in each case the man promoted is the best man?	(Yes) (?) (No)	32, 37, 39, 54
Does he feel free to do as he pleases, within reasonable limits?	(Yes) (?) (No)	33, 35, 45, 50, 51, 53
Would he do as well if the threat of Naval discipline were removed?	(Yes) (?) (No)	28, 50, 56, 57

SECTION II

SUGGESTED TECHNIQUES OF MOTIVATION

The foregoing section was a list of questions designed to indicate sources of trouble or areas of possible improvement. If your answer to any of those questions was (No), it is suggested that you refer to those techniques indicated by numbers immediately following the (No). To do this, first check each technique below to which reference was made. You may happen to place several checks in front of some techniques. Examine all suggestions so pointed out. Those techniques checked several times tend to be more important than those checked only once. Select and try those which are applicable, not already in use, and which fall under your jurisdiction or authority.

Item Check No. Here	Suggested Techniques <u>of Motivation</u>
1.	Promote good press relations. Help to obtain a good reputation for the man, the ship, and the uniform by supplying news items to local papers, home town newspapers, the negro press, <u>Our Navy</u> , <u>All Hands</u> , and sometimes the <u>Army and Navy Journal</u> .
2.	Cooperate with local, social clubs, and organizations. Help him to meet civilians, to make friends. Arrange ball games between the ship's team and local clubs.
3.	Develop a good nickname for him, one which will enhance his reputation. It will spread. A marine of no particular reputation was given the name, "Firepower Morgan". He soon had the fame of being a real fighting man, which he was, and he improved.
4.	Arrange a mutual admiration society. It will often happen that by their mutual compliments they will convince other people of their own excellence, and they may even convince themselves. This works especially well when both persons hold about equal rates.

5. Give a ship's party of the type the men want. It should be more than recreation for the men. It should help each one to make friends. It should give recognition to outstanding dancers, musicians, etc. It should help to satisfy friends and wives, potent factors.
6. Give dignity and a personal touch. When you have arranged parties, Christmas celebrations, or commendations, it will sometimes pay to mail invitations to the homes of those who should be invited. When a man merits commendation a letter to his family, from his officer, will score a hit.
7. Use an insignia for the ship or unit. Make it good, full of meaning, and simple enough to stencil, if possible. Use it on party programs, baseball shirts, or a battle flag. A good slogan may be used the same way.
8. See that there are souvenirs of the unit available. These may be pictures, insignia, emblems, stickers, junk jewelry, or ship's pamphlets. Decalcomanias, i.e., transfers, are quite cheap and very popular, as are book matches.
9. Each man, if at all possible, should be known as unique in some desirable way. He should be famous for something, whether it be as best poker player, best acey-ducey player, best vision, strongest, best electrician, or best gunner. At least his officers should know his name.
10. Give him some blatantly obvious compliment, honest of course, but obvious enough to be almost funny. An example is a fake newspaper headline saying the ship is saved because Homer Brown is back from leave. He laughs, but likes it.
11. Ask his opinion on some important problem in the field of his specialty. Usually it will flatter him, start his thoughts, and secure increased cooperation from him, however, do not do this so often it indicates your ignorance or inability to make a decision. Seek to extend the areas in which he can make decisions. Taking orders is drudgery, but participation in planning and solving problems gives meaning to life and is a good method of developing men.

12. Teach him the ways of men and how to get along with them. One good suggestion given tactfully might make him one of the boys instead of an outcast. This is difficult as it enters the fields of psychiatry and psychology, but sometimes it will be possible to effectively point out a major personality weakness. His family history might throw light on the problem.
13. Respect his rate or status in the Navy. There is more to be gained from promoting his pride than from breaking it. If he thinks he is good, let him show it. Give ample opportunity. Many bluejackets dislike going back to school because they are usually treated as recruits.
14. Get the right man in the right job. Select for your organization only those men who are interested in the work to be done, and, if that does not solve the problem, place each man in the job which most interests him. The ideal situation is usually impossible, but the closer it is approached, the more performance will improve. Consider his abilities in the same way. He will be inefficient if the job is too difficult. He will be inefficient if the job is too easy and no challenge.
15. Allow him to branch out and specialize along a line which interests him. If he shows interest in any sport or activity, give him all the support possible to help him form a team or get the activity moving. He will be rightfully proud of accomplishment and the ship should benefit.
16. Develop his interest in the subject or the job. Give an inspiring talk. Appeal to his imagination by visualizations, magnification, inflation, stimulating case problems, questions, charts, pictures, and cartoons. Surprise and shock him to gain attention and interest. If there is a job that fits the man, first interest him in the job, then let him have that job. See that his leaders are enthusiastic. Interest is contagious. Make your own interest infectious.
17. Persuade him to the task. Use salesmanship to explain away his objections, to show facts, to give examples, and to show the advantages, the disadvantages

the easy way, and the hard way. Give a pep talk. Acting ability is extremely valuable. Appeal to his sense of duty, fairness, or moral code. It will sometimes move him to greater action, but in general, this motivation is not strong enough to move him if he believes that by so doing he stands to lose in some way. Such a sacrifice would appeal to him only if he were assured of regaining the loss, and possibly more.

18. Get the majority of the crew moving on the desired project. It will probably gather momentum and attract him. He will probably join the stampede.
19. Give every job in the ship a simple title which can be used with pride in a letter home. Every mother's son should be in charge of something. Ideally the job should be a pleasure and a reward in itself.
20. Publish his results in a competition or task at which he excelled. Competition is usually valuable because it is a chance to prove one's worth. Individual competition is superior to group competition, and a system of competition in which he attempts to beat a standard or past record is better than a system in which one man wins and the rest lose, better that is for motivating the individual man.
21. Give congratulations, praise, recognition, credit, and commendations whenever possible. This has been proved to be more effective in general than noting only poor performance, reprimanding, blaming, and criticising. However, when praising is done excessively, it tends to lose effectiveness. Give more praise than is due, but only when it is due. Reprimanding is, however, a useful art. One useful statement in semi-reproof is, "I want to commend you. Just give me a chance."
22. Show interest in the welfare of each man. Try to give him what he feels is needed if it is compatible with the needs of the service. See that he understands the needs or objectives of the Navy.
23. Find out what he really wants. Many officers make mistakes here. Often he cannot express his inner wants or does not know them. Things like appreciation, recognition, social acceptance, fairness, and religion

are sometimes hard to ask for. Some sailors do not like to inquire about promotion or even ask for leave, but expect their officers to offer these when deserved. Laziness is a symptom of insufficient motivation. Find the trouble and rectify it. Eliminate conflicts and develop useful motives. It is good to schedule interviews each quarter in order to get every man. At that time, many routine things could also be checked off, such as fitness reports, beneficiaries, service records, qualifications, etc.

24. Rewards and prizes can be used to increase effective effort. Knowing what he wants will help you select prizes in the "coin of the realm," or things he wants. If he especially needs money, help him qualify for special pay. However, extra liberty might mean more to him. A good example was a brass ash tray made personally by the commanding officer with his signature etched on it. The men wanted that prize. Sometimes promise him what he desires as a reward, but keep your word. Never promise anything you cannot faithfully deliver.
25. Do him a favor, but to obligate him will often show adverse results. Most men do not like to feel obligated to anyone. He might be very happy to do you a favor. It is better this way, as long as the favor does not obligate you as an officer. An occasional sacrifice, for the good of the ship or the service, usually helps to stimulate morale. A man usually feels a little bit noble about doing such a thing as volunteering to take the duty during a ship's party.
26. Make inspections carefully. Locate important troubles, raise the ship's standards, and improve morale. Give praise where it is due. Criticize just when it is a week old, not when it is a thirty minutes accumulation. Do not waste two days preparing for Saturday's inspection. Make them know they are there for a purpose. One example is the captain who would ask men where they had purchased the uniforms. He would compliment the good purchases, but he hunted for those who had been cheated in order to go after the tailors. He thus took an interest in his men.

27. Help him in satisfying his needs by such means as obtaining financial credit in emergencies, arranging legal matters, writing requests for shore duty, and obtaining service benefits.
28. Help him to have ways and means for recreation. Health is an important factor in his efficiency, but don't force physical health on him at the expense of mental health, or morale. The health giving benefits of the athletic facilities at Pearl Harbor were nullified to a great extent when ships were directed to send ~~quotas~~ for recreation. Recreating by the numbers is not fun.
29. Give personal attention, if only in the form of an interested attitude, to marriages, sickness in the family, new babies, and birthdays. It might be wise to send announcements of marriages or births in which chief petty officers are concerned to the Army and Navy Journal. It would be well to have the cook maintain an up to date file of the birth dates of all crew members in order to be ready with cakes. Don't show favoritism by giving cakes for some birthdays but not all.
30. If his attitude is less than desirable because of a fear of the job, or battle, or responsibility, that fear can be lessened by further explanation of the facts, ~~explanation~~ of the enemy, explanation of the plan and policy, and by providing some helpful device as a gun, or a helmet. Some factors reducing fear are confidence, morale, effective activity, social stimulation, humor, self-control, praying, and feeling lucky.
31. Resist his system and his demands by agreement with his arguments but not his assumptions. Attacking his logic attacks him personally. Sometimes it is possible to accept his ideas but to add something to nullify them.
32. Determine who are the natural leaders, those whom the men follow in their informal social groups. If possible, these are the ones who should develop into the official leaders. This does not mean the loud show-how boys who usually lead the first day or two.

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33. Give him an opportunity to try leading officially. Let him sign a few more papers. Leading petty officers like to see also their own signatures on such as the damage control bills.
34. Recognize his complaints. Grievances should have some outlet. They are real to him, and you might as well accept them as a problem. Set up a procedure for locating and resolving his grievances. Come to an understanding. At least let him talk it out. An officer only fools himself when he says his door is open to all grievances. Only a few walk in. Grievances should be settled as quickly as possible and as near the source as possible. Ideally, the man's immediate superior should be able to settle the thing. The aim is to settle it to everyone's satisfaction, and that cannot be if the grievance is blocked by some officer. The man with a grievance should be able to wait until a session when all grievances are invited, or he should be able to put it on a simple request blank and take it to a request mast. After satisfying the individual it is desirable to remove the cause of similar complaints throughout the ship. Interviews with men being discharged are helpful.
35. Arrange to give him an independent job for a change. In fact, it has been shown that almost any change, such as ventilation of lighting, will increase production if it is made in an honest effort to consider the needs of the individual.
36. Assign him some task of special importance at which he can succeed, or when starting him on a new type task, make it first an easy task at which he can succeed. Definite success increases interest, pride, and confidence. Fit a task to the man.
37. Set definite standards of performance. An accurate goal, usually in itself improves performance. It permits a sort of quality control. It enables a more accurate measurement of performance as a basis of proficiency marks, or a competition. There should be understandable specifications telling when the task is completed, what is satisfactory performance, what is perfect performance, and what is the best record ever made. It must be a goal he can reasonably expect to be able to attain. Learning is much acceler-

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ated when there is a recognized, immediate goal. Pilots learn safety precautions faster after a recent crash,

38. Set a progressive or moving goal, one that lets him know hour by hour, day by day, and year by year whether or not he is doing satisfactorily and improving. It may be his schedule for self-education, or for advancement in rating, or a graph of work done vs. the date to measure his progress.
39. Know your men, their achievements, interests, and abilities. Sometimes items of family history will be important. Keep a notebook and records of your men. Jot down observations, good and bad, as they occur. Records will back up such things as proficiency marks, promotions, rewards, and privileges. Your records will help to gain you a reputation for fairness. They will help to prevent wasting a man's time by giving the same lecture several times. If you should desire that your juniors keep their notebooks, it would be well to supply them with notebooks printed to facilitate the records.
40. Give him sufficient authority to carry out his orders. This may seem like an unnecessary caution, yet it constitutes one of the greatest complaints offered by men who are supposed to get a job done.
41. Help him by giving guidance, such as the now popular career planning. Help him get savings started if he so desires. Give him any help that he might reasonably desire in performing the tasks you assign. Advise him how to get information. A word to the radar operator at the right time will simplify his problem.
42. Help him to achieve success by developing his abilities and skills. Give general and specific training and education to increase both interests and abilities. Tests of interests, achievement, and knowledge, given apart from any formal course of study can, in themselves, increase interest.
43. Give orientation in the local situation, indoctrination, in customs, rules, regulations, routine, policies, and objectives. Help him to see how the Navy's needs relate to his own needs, wants, and values. A ship's handbook is extremely valuable. It is usually more interesting than the ship's orders, better understood

1944

The first of these is the fact that the
 Government has been unable to secure
 the necessary funds to carry out its
 policy of non-interference in the
 internal affairs of the country.

to avoid them with decisions rendered as they are.

Five and a half million dollars in cash and property were received from the sale of the land. This was used to pay the debt of the company and to provide for the future of the company. The company was then sold to the government for \$10,000,000. The government then sold the land to the company for \$10,000,000. The company then sold the land to the government for \$10,000,000. The company then sold the land to the government for \$10,000,000.

This is a very good example of a letter from a woman to a man. The letter is written in a very simple and direct style, and it is very easy to read. The woman is telling the man that she is very happy to hear from him, and that she is looking forward to seeing him again. She is also telling him that she is very busy at the moment, but that she will try to write to him more often. The letter is a very good example of a personal letter, and it is a very good example of a letter from a woman to a man.

help him to achieve success by working his way up the ladder. Give him the right kind of training and education to increase his interest and ability. Give him the right kind of environment, and make him feel that he is a part of the team.

at least from the 1970's onwards, but it is difficult to say whether this is a general trend or a specific one. It is also difficult to say whether this is a general trend or a specific one.

more widely distributed, and much appreciated as a souvenir. He should have a simple organization chart to show where he fits in. He should have another chart to show his avenues of promotion, with qualification references indicated.

44. Teach a problem solving attitude, because a strict, bookkeeper mind will not see an exception to the rule when it is necessary. Teach a "can do" attitude. It is possible to develop a crew to the point that they are confident and eager to accept each challenge to show again they "can do anything!"
45. Hold an informal conference to plan the project if practicable. If the participants can hold a complete discussion seeing all sides and find a mutual decision they will have a better understanding and a better spirit of cooperation! Participation gives a man more satisfaction than following orders. As one opportunity, it is now required that the ship's welfare fund be spent through such discussion groups, composed of both officers and men, and subject to the commanding officers approval. Conferences are excellent for training and indoctrinating.
46. Help him by supplying a method to do the job. This may be conventional education and training, or it may be more specific methods. Supply a better filing system, a findex, or notebook! Teach him to carry a notebook and to jot down ideas as they occur. In order that they may be saved and used. Supply a trick to aid the memory, such as a rhyming scheme. Give him a better machine or equipment.
47. Habits and customs cause behavior to follow a pattern. You can turn them to your advantage or kill them. Add new ones or change the old. Training should aim to build up good habits. Steering becomes a habit as does swearing or handling battle telephones. If the helmsman occasionally uses left rudder instead of right, it might be a lack of understanding, or it might be a bad habit, e.g. misreading the compass. The customs that guide him are his own, not ones you try to impress on him. He must be convinced.

now really distressed, and was separated as a
 subordinate. He should have a right of admission
 that he now lives in the city. He should have a
 claim to show his name in the city. With this
 position reference is made.

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48. Give credit and recognition especially for new ideas. They are of value to the Navy and they give him a strong sense of achievement. Whether you get the ideas through a suggestion box or a casual conversation, appreciate them. Help him prepare them, submit them to the Navy, patent them, publish them, profit from them, or put them into use. See that the enlisted man gets all possible credit. Suggestions like grievances, must have an outlet.
49. He needs activity. He tends more to be happy and satisfied when busy. The activity is of greater value both to production and morale when it is useful activity, when he participates in the planning, when he understands, etc. This suggests closer attention to recreational facilities and education.
50. Help him by making decisions which he can count on. He may dislike delaying his plans because of his officer's inability to decide. He needs a sense of security in handling his personnel affairs.
51. Keep him informed as much as possible. The morning orders provide a good method as do bulletin boards, ship's papers, and morning quarters. Tell him, if at all possible, that the ship will be in New York City for the Fourth of July. His wife's parents may live there. Facts are the best means of combating rumors. Never repeat a rumor.
52. Require specific behavior by setting up rules, regulations, standard procedures, routine reports, responsibility, and an organization for checking, inspecting, and enforcing. This method is advisable to a limited extent. It includes no effort to get the maximum, willing effort from each bluejacket.
53. Check your orders to remove any unnecessary, excessively strict or harsh provisions. Orders are worthless when they are not practicable, but make certain that the orders, both written and oral, are readable, understandable, and reasonable. In general, control by too many orders does not elicit the willing cooperation and high morale of more flexible methods.

They credit and recognition especially for the
 team. For the of value to the group and they give
 him a strong sense of responsibility. Whether or not
 the ideas become a contribution can be a matter of
 judgment, especially when, with the group, they
 submit them to the group, because they, while they
 credit him with the idea, they also credit him with
 the ability and even the initiative to bring
 them into existence, and even to realize.

In such activity, he tends to be busy and
 satisfied with work. The nature of the activity
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54. Organize his job well in order that he may work without wasting time waiting for others, and so that he may fit into the team effectively. A time and motion study might improve a gun crew or an engine room force. A process chart showing the actions of each man during each evolution or situation would help a crew to operate with a minimum number of men. A job analysis might show that he is overloaded with work, that he is responsible for more than his share. A flow of work analysis and organization analysis could show procedure bottle necks.
55. A nuisance might be supplied which would so annoy him when performance is not up to standard that he would come around and get in line. It might consist of excessive questioning, fewer privileges, or dirty jobs. This works, but is detrimental to morale. There are better ways.
56. Use masts, courtsmartials, convictions, and punishments to enforce obedience and compliance only when necessary. Warnings and threats of discipline are undesirable in general. Threats are resented.
57. Physical force may work sometimes to keep a man in line, but in general it is illegal, out of date, and unsuited to use in the present United States Navy.
58. Use these techniques with an eye to the objective. For example, a petty officer may have excessive pride in his own personality or skill and he may only blame others for inefficiencies in his department or gang. In that case the motivation technique may be aimed at development of team spirit and pride in leadership. Rewards and recognitions may be given for overall results of the unit. Orientation can be planned to develop a better perspective. The famous "Four Horsemen" of football were given a new perspective in one important game. They were on the losing end until the first string line was put in.

CHAPTER FIVE

CONSTRUCTION AND FORM OF THE CHECK-LISTGENERAL

There are three main features to the check-list:

1. Section I -- a list of questions to be answered by the user, and designed to accomplish the following:
 - a. Stimulate careful consideration of the men immediately under his jurisdiction.
 - b. Cause his thinking to be more objective.
 - c. Provide an evaluation of the personnel situation situation as regards motivation.
2. Section II -- a list of motivation techniques, designed to accomplish the following:
 - a. Suggest techniques which may be new or momentarily forgotten.
 - b. Promote completeness by presenting as far as possible all of the useful motivation techniques.
 - c. Promote brevity by short statements and a minimum of duplication, without reducing everything to a platitude of no specific meaning.
 - d. Promote understanding by arranging facts logically and with regularity.
3. A link between the questions and the techniques. This consists of a series of reference numbers after each

question. Their purpose was to the following one—
 advised without the intention to make it merely
 a delivery revealing the question.

RELATION OF THE QUESTION

In order to ascertain the situation of affairs in
 relation to the question, only those questions are
 relevant in the first two which address the two subjects,
 which did not survey an attitude of mind which did not
 not require treatment, and which were not limited to the
 outline. During development of the question, there have
 been a total of thirty-four completely different questions
 considered. There have been twenty in the present study
 of thirty-eight and in the present study by analyzing con-
 sideration and suggestions of twelve very different, from very di-
 verse, and four professors of the Ohio State University.
 All of these suggestions were made during interviews of
 varying lengths, some in groups and some individually. All
 of these persons expressed the opinion that Section I of
 the Graph-list, consisting of questions, was a valuable
 feature.

The link between the question and the question list—
 which technique requires that questions be put every
 technique, also that questions be put to each of the common

problems besetting Navy officers as regards the motivation of men. It would be presumptuous to claim final and complete coverage of such a boundless subject, which includes many phases of leadership and morale. But, if a large percentage of the problems, supposedly within the defined field of motivation for Navy leaders, does not fit into the scheme and extent of the check-list, it is not worthy to be classed as an instrument of scientific, personnel administration or training. The check-list questions are a balance between completeness, brevity, and appeal.

THE MOTIVATION TECHNIQUES

"The very essence of scientific method is sound and useful classification."^{1/} A search of pertinent literature revealed many different classifications of the motives of men. These ranged from industry's two divisions, financial incentives, and non-financial incentives, and the two-way classifications of some biological psychologists, that all drives are basically either acquisitive or avertive,^{2/} to the long

^{1/} Walter E. Spahr and Rinehart J. Swenson, Methods and Status of Scientific Research (Harper and Brothers Publishers, New York, 1930), p. 14

^{2/} G. W. Allport, Personality (Henry Holt and Company, New York, 1937), p. 118.

lists presenting man's basic needs or drives. Many of those basic needs are of little practical use in the United States Navy, e. g. the sex drive, or the need to urinate. The financial and non-financial classifications usually used by the personnel experts of U. S. industry, serve no useful purpose here, because relatively few financial incentives can be used in the Navy. A special classification is needed here to aid in presenting the motivation technique. Specifically, it is necessary that the classification help in the following ways:

- a. Promote completeness by containing as many as possible of the useful motivation techniques.
- b. Minimize confusion by arranging facts logically, understandably, and with regularity.
- c. Minimize duplication, and thereby promote brevity.

No list or classification of motivational factors could be found which was completely satisfactory for the present purpose, meaning, all-inclusive, logical, and brief.^{3/} Attempts were made to analyze the techniques and to sort them in various ways, but always too much interlocking and overlapping prevented separation into clear-cut groups.

3/ Some of the sources and classifications examined were:

These questions have been raised in the past, but it is not possible to answer them at the present time. The Commission is not in a position to do so. The Commission is not in a position to do so.

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H. A. Murray, et. al., Explorations in Personality (Oxford University Press, New York, 1938), p. 144. Murray presented a long list of basic, human needs; Webster Robinson, Fundamentals of Business Organization (McGraw-Hill Book Co., New York, 1925), p. 198. Robinson classified incentives as 1. Non-Material, including interest, appreciation, recognition, and executive good will, 2. Semi-Material, including placement, working conditions, steady employment, and advancement, 3. Material; D. E. Cameron, and H. G. Ross, (eds.), Human Behavior and Its Relation to Industry (A Series of lectures delivered at McGill University, Montreal, Canada, January 12- March 28, 1944), p. 46. F. S. Alexander, in his lecture "Motivations and Incentives", classified them as 1. Financial Incentives, 2. Non-Financial Incentives consisting of a. Interest Motivation, b. Social Motivation, and c. Motivation by Promotion and Transfer; Many publications classify incentives as 1. Positive Incentives and 2. Negative Incentives, or 1. Intrinsic Incentives and 2. Extrinsic Incentives; Ernest Windle, Motive (The Catalina Islander, Avalon, California, 1925), p. 17. Windle classified human motives as 1. Motive controlled (to love, and to hate), 2. Impulse controlled, 3. Habit controlled, 4. Will controlled, 5. Pleasure controlled; Ralph C. Davis, Industrial Organization and Management (Harper and Bros., New York, 1940), p. 526. Davis referred to 1. Quality incentives and 2. Quantity incentives; and A. Angyal, "Basic Sources of Human Motivation," Trans. New York Academy of Science (1943), Vol. 6, pp. 5-13. Angyal reduced motives to two basic tendencies, 1. A trend toward increasing autonomy, or a tendency to master the environment, and 2. A trend toward harmony, i.e., a trend to be in harmony with such as God, ethical world order, etc.

The following table shows the results of the survey of the use of the word "industrial" in the titles of theses and dissertations submitted to the University of California, Los Angeles, during the years 1940-1941. The table is divided into two main sections, "Theses" and "Dissertations", and each section is further divided into "Science" and "Humanities". The table shows the number of theses and dissertations in each category, and the percentage of the total number of theses and dissertations in each category.

Theses

Science: 10 theses, 10% of total theses.

Humanities: 90 theses, 90% of total theses.

Dissertations

Science: 10 dissertations, 10% of total dissertations.

Humanities: 90 dissertations, 90% of total dissertations.

The following table shows the results of the survey of the use of the word "industrial" in the titles of theses and dissertations submitted to the University of California, Los Angeles, during the years 1940-1941. The table is divided into two main sections, "Theses" and "Dissertations", and each section is further divided into "Science" and "Humanities". The table shows the number of theses and dissertations in each category, and the percentage of the total number of theses and dissertations in each category.

Theses

Science: 10 theses, 10% of total theses.

Humanities: 90 theses, 90% of total theses.

Dissertations

Science: 10 dissertations, 10% of total dissertations.

Humanities: 90 dissertations, 90% of total dissertations.

The following classification is the one developed and used to organize the check-list techniques of motivation:

1. Social Acceptance - This is interpreted to include the needs or desires for recognition, participation in the group, belongingness and security in the group, love and affection.
2. Personal Interests and Attitudes - This includes attitudes of interest, danger, safety, autonomy, aggression, dominance, abasement, boredom, and orderliness.
3. Material and Tangible Rewards - This includes values desired such as money, better food, comfort, and leaves.
4. Achievement - This includes any form of accomplishment, success, or progress.
5. Assistance - This includes any form of help a leader can give to his men. When needed by the men, it is a big factor affecting their morale, discipline, loyalty, cooperation, and enthusiasm.
6. Obedience through Force - This includes restrictive regulations, enforcement of regulations, and punishment.

The various motivation techniques are arranged generally in the list in the same order as the above classification.

The following classification is the one suggested
and used to organize the check-list specimens in this

volume:

1. Single Specimens - This is interpreted to include
the single or double for preservation, preservation
in the group, development and maturity in the
group, loss and retention.
2. General Interest and Analysis - This includes
analysis of interest, history, culture, economy,
specimens, documents, documents, history and
relationships.
3. Historical and Scientific Interest - This includes
specimens related to history, culture, economy, and
history and science.
4. Identification - This includes any form of identification
and, especially, in progress.
5. Classification - This includes any form of classification
based on size in the group, form, shape, and
size, it is a big factor affecting their history,
classification, history, development, and relationships.
6. Questions Through Time - This includes specimens
representing development of relationships, and form
history.

The various collection techniques are arranged generally
in the list in the same order as the above classification.

However, if the divisions in the list of techniques were made completely separate, in accordance with the classification, some of the techniques would appear under several of the headings. Therefore, the divisions are omitted and the classification subtly serves to provide logical graduation or progression from one technique to the next.^{4/}

The motivation techniques have been collected by extensive reading literature in the fields of motivation, leadership, morale, personnel management, psychology, public administration, business administration, incentives, etc., by consideration of the opinions of Naval officers, psychologists, and other persons of experience in personnel management, and by drawing upon the author's experience. An effort to substantiate the motivation techniques presented is made in Chapter VI.

^{4/} It is not desirable to become side tracked into a discussion of the classifications and terminology of motivation. There is no definite agreement on these subjects. Kenneth Burke, in his Grammar of Motives, (Prentice-Hall, Inc., 1945), enters into a long, philosophical discussion of the various meanings of the terms. He presents five terms as necessary in the discussion of motivation, and he then proceeds to show how the many theorists and scientists use other words meaning somewhat the same. His terms are: Act (what was done), Scene, (when or where it was done), Agent, (who did it), Agency, (how he did it), and Purpose, (why he did it). Arguments arise when various thinkers use different terms to mean the scene of human action, e.g. "God", "Nature", "Environment", "History", "Means of production", or "The Navy".

The majority of books concerning military leadership consist of miscellaneous sections or paragraphs presenting platitudes, citing cases, quoting famous leaders, presenting various "cruxes" of leadership, and bandying about powerful words such as discipline, loyalty, morale, duty, and training.^{5/} The Navy is more specific than most leadership books in that it suggests a problem-solving method and later presents a list of grouped, leadership techniques, but there is no direct linkage between the problem-solving method, or the fact finding suggestions, and the recommended techniques.^{6/}

5/ W. O. Jenkins, "A Review of Leadership Studies with Particular Reference to Military Problems," Psychological Bulletin, (January, 1947), Vol. 44, No. 1, pp. 54-79.

6/ United States Navy, Bureau of Naval Personnel, Manual for Practical Development of Leadership Qualities, NavPers 16154, (Navy Department, Oct. 1944), pp. 9-10 and 36-39. The following steps were presented to "make clear exactly what problem solving means":

1. State clearly the problem. What is the task? What is the objective?
2. Assemble all pertinent facts. The facts about the environment, about the man, about material, about the leader himself must be clearly set forth.
3. Analyze the problem in the light of the facts. The knowledge of the leader, his judgement, his reasoning powers will be called into operation in this step. He gets a complete picture of the entire situation.
4. Set up a tentative conclusion -- a plan of action and a method of carrying it out. Following his analysis the leader weighs various alternatives and decides on a tentative plan.
5. Check the conclusion to determine whether or not it is consistent with the facts, with the experience of

[illegible]

W. J. ...
...
...

[illegible]

1. Study the material in the text and in the laboratory.
2. Prepare a report on the results of the study.
3. Prepare a report on the results of the study.
4. Prepare a report on the results of the study.
5. Prepare a report on the results of the study.
6. Prepare a report on the results of the study.
7. Prepare a report on the results of the study.
8. Prepare a report on the results of the study.
9. Prepare a report on the results of the study.
10. Prepare a report on the results of the study.

A comparison of the groups of leadership techniques from the General and Practical Fundamentals of Leadership indicates that the related motivation categories in the check-list will show that the check-list is more complete. The reference returns to the check-list of leadership techniques which refer to the following categories in the check-list.

LEADERSHIP TECHNIQUES LISTED IN CHECK-LIST

1. The leader only gives orders that apply to him.

the leader, with the experience of others."

The techniques of leadership were listed very briefly, and were combined into eight groups, "Acts of leadership may be grouped more or less rigorously into the following categories:"

1. Acts involving giving commands.
2. Acts involving giving orders.
3. Acts involving the enlisting of cooperation.
4. Acts involving the promotion of good discipline.
5. Acts involving the establishment of respect for officers.
6. Acts improving bad morale due to feelings of a lack of recognition.
7. Acts improving bad morale due to feeling of insecurity.
8. Acts involving the establishment of a proper organization.

The Check-List of Motivation covers all of the above categories in general except that part which has to do with the personality of the leader, his bearing, tone of voice, etc.

The results of the investigation are as follows:

The results of the investigation are as follows:

The results of the investigation are as follows:

The results of the investigation are as follows:

1. The results of the investigation are as follows:
2. The results of the investigation are as follows:
3. The results of the investigation are as follows:
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7. The results of the investigation are as follows:
8. The results of the investigation are as follows:
9. The results of the investigation are as follows:
10. The results of the investigation are as follows:

The results of the investigation are as follows:

A comparison of one group of leadership techniques from the Manual for Practical Development of Leadership Qualities against the related motivation techniques in the check-list will show that the check-list is more specific. The reference numbers to the right of each leadership technique below refer to the motivation techniques in the check-list.

LEADERSHIP TECHNIQUES INVOLVED IN GIVING RECOGNITION

1. The leader only gives praise when praise is due. He does not flatter. -21,48-
2. The leader is always available to his men -34-
3. The leader is interested in the promotion of his men. He encourages them to prepare for advancement. -14, 16, 22, 24, 34, 41-
4. The leader sees to it that he is the first person to whom a man might turn in case of trouble. -27, 34-
5. The leader has respect for the feelings of men of all ranks. -1 through 11, 13, 29-
6. The leader expresses sympathy and interest in a man's cause, even though he might disagree with him. -22, 23-

7/ Manual for Practical Development of Leadership Qualities, loc. cit., p. 38.

A comparison of the group of individuals identified from the Survey for Unemployed Development of Individuals against the various activities identified in the check-list will show that the check-list is more specific. The reference made to the right of each individual indicates that there is no reference to the check-list.

INDIVIDUALS IDENTIFIED IN THE SURVEY

1. The leader will give a lesson each week as per the

the group not listed. - 10, 15, 20-

2. The leader is always available to his group - 10-

3. The leader is interested in the members of his group. He encourages them to express their opinions. - 10-

10, 15, 20, 25, 30-

4. The leader sees to it that he is in the first position to give a lesson each week in case of trouble. - 10, 15-

5. The leader has interest in the progress of his group

all weeks. - 10, 15, 20-

6. The leader encourages group work and interest in a

group activity, even though he might disagree with the

Survey for Unemployed Development of Individuals
10, 15, 20, 25, 30-

7. The leader is interested in the man's quarters and mess. -22,23,28-

8. The leader studies his men. There are many little things that tell him about his men -- the pictures they put on the bulkhead, their friends, the medals they might be wearing, etc. -- The questions in Section I, 39 -

CROSS REFERENCE OF QUESTIONS TO TECHNIQUES

The connection between the questions and the answers is made by placing numbers after each question, which numbers refer to individual techniques. The reference numbers are to be used if the answer to the question under consideration is (No). The answer, (No) does not necessarily indicate a bad situation. It is only significant to the extent that characteristics are pointed out which can either be improved or which can be used to the benefit of the man and the Navy.

Each question refers to several motivation techniques, and each motivation technique is referred to by one or more questions. This multiple cross reference permits removal of all duplication. Any leadership book which discusses separately loyalty, morale, duty, discipline, etc., must duplicate to some extent the discussions of ways and means of developing each of those attributes. Also this check-list

2. The thesis is supported in the main by the following

1945-1946

3. The thesis is supported in the main by the following
 things that tell him what his own — the following things
 on the subject, their interest, the things that tell him
 nothing, etc. — the following in which is the

THE THESIS IS SUPPORTED IN THE MAIN BY THE FOLLOWING

The following is the thesis of the following and the following is
 made by the following things after each of the following things
 refer to the following things. The following things are
 to be used in the thesis to be given in the following
 in (2). The thesis (2) is the following things in (2)
 has attention. It is only attention in the following things
 observations are pointed out which are attention in (2)
 moved or which are used to the benefit of the thesis and
 the thesis.

The following is the thesis of the following things
 and the following things is referred to by the following
 questions. The following things are the following things
 at all times. The following things are the following things
 regarding the following things. The following things are the
 following things are the following things of the following
 of developing each of these things. The following things

makes it unnecessary to discuss definitions of morale, loyalty, etc. These terms overlap, but in the check-list it is of no particular consequence. Every motivation technique can be referred to which in any way touches on the factor under consideration, be it loyalty, morale, interest, or ability.

The system of the check-list is flexible in that it suggests varied techniques rather than searching mechanically for the best remedy. It is flexible in that improvements can be made by adding or changing questions, techniques, or cross references. Eventually, it might be desirable to include all leadership factors in this list. As more of the subject is learned, a factorial analysis might become practicable, which might produce mathematical weighting factors for comparison of various techniques, but at present, until more is known of the factors of motivation or of leadership, flexibility is desirable. Refinement of the instrument may come as experience and experiments accu^{8/}lulate.

The statement is made in the check-list, immediately ahead of the suggested techniques of motivation, that "Those techniques checked several times tend to be more important

8/ For some suggestions on factorial analysis applicable to this problem, see T. L. Kelley, Talents and Tasks, Harvard University, Educational Monograph No. 1, Cambridge, 1940., passim, p. 47; Jenkins, op. cit., passim; and Murray, op. cit., passim.

which is necessary to obtain satisfaction of the law.

It is true that the law is not perfect, but it is the best that can be made. It is the result of the wisdom of the people, and it is the duty of the government to enforce it. It is the duty of the government to enforce the law, and it is the duty of the people to obey it.

The system of the law is the best that can be made.

It is the duty of the government to enforce the law, and it is the duty of the people to obey it.

It is the duty of the government to enforce the law, and it is the duty of the people to obey it.

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It is the duty of the government to enforce the law, and it is the duty of the people to obey it.

It is the duty of the government to enforce the law, and it is the duty of the people to obey it.

than those checked only once." The statement is true, because several checks in front of a given technique indicate that it is probably applicable to several types of problems. And if other things are equal, the technique which is likely to aid several problems is a better first choice than the technique which is applicable to only one of the same problems. The number of checks and the importance of a given technique are approximately, directly proportional to each other. However, the relationship is not accurate for several reasons. Though all the questions are different, some problems are touched on by several questions. And though the techniques are all different some are naturally more important and more nearly cure-alls than others. To minimize this last effect, those references were removed which were the least important ^{of those} pointing to techniques which were referred to by many questions. Now, only six of the fifty-eight techniques are referred to by more than six questions, and only two are referred to by less than three questions.

and that should only mean, the statement is that the
 cases stated above in terms of a legal technical language
 that is in practice evidence is not given in evidence,
 but it other things are given, the technical terms are likely
 to all be given evidence as a higher level of evidence than the
 technical which is evidence in only one of the same level
 level. The nature of evidence and the importance of a given
 technique are evidence, directly, indirectly, or both
 other. However, the relationship in the evidence is not
 technical. Though all the evidence is technical, some are
 given are based on the technical evidence, the same the
 technical are all different and are not directly and indirectly
 and are not directly and indirectly. In evidence are not
 directly and indirectly are not directly and indirectly
 technical evidence is technical evidence which is not directly and
 indirectly evidence is technical evidence which is not directly and
 indirectly evidence. Now only one of the technical evidence
 are based on the technical evidence, and only one
 are based on the technical evidence.

of those

CHAPTER VI

EVIDENCE SUBSTANTIATING THE MOTIVATION TECHNIQUES

Almost all the experiences or experiments which can be offered as evidence substantiating a given technique will also tend to substantiate other techniques. The opinions of various writers also overlap. It would be impracticable to repeat evidence each time it applies. Also it would add much bulk if the several conclusions of various experiments were separated. In this chapter, there is presented considerable evidence conforming in general to the order of the check-list, and backing up the general psychology in the check-list.

The first eleven techniques aim particularly at increasing a man's fame, reputation, and social acceptance. The majority of these techniques are well known and widely practiced in industry, as well as the Navy. Every ship and station appoints a public relations officer. It has been noted that some of the items are neglected, or forgotten, by the public relations officer and others who could help.

Though various writers do not use the same terminology, almost all the leadership books carry the concept that a man's social acceptance, his fame and reputation strongly affect his morale and his inclination to work or cooperate with

CHAPTER II

EVIDENCE SUBSTANTIATING THE VARIOUS THEORIES

Almost all the hypotheses in this chapter are

of the nature of evidence - substantiating a given hypothesis

will also tend to substantiate other hypotheses. The only

kind of evidence which does not, it would be better

to think of it as evidence which is applied. Also it

would not be half as the general case of evidence

as the case of evidence. In this chapter, however, in the

order of the chapters, evidence is given in the

order of the chapters, and the order of the chapters

is the same.

The first chapter discusses the possibility of having

any kind of evidence, and the second chapter, the

possibility of having evidence which is not of the

kind of evidence, as well as the third. The fourth and fifth

chapters discuss the possibility of having evidence which is

not of the kind of evidence, as well as the sixth and seventh

chapters discuss the possibility of having evidence which is

not of the kind of evidence, as well as the eighth and ninth

chapters discuss the possibility of having evidence which is

not of the kind of evidence, as well as the tenth and eleventh

chapters discuss the possibility of having evidence which is

and for his officers. This does not boil down to praise, or newspaper recognition, or any other one statement, no matter how broad. It is a matter of human relations.

Some officers object to the nickname technique of item #3, but it works if handled right. A true example is given in the check-list. If a reputable nickname will spread farther and be better known than his given name, it will usually be appealing to the man. Whether an officer will use the nickname to start it or suggest it subtly to others depends upon the officer and his situation.

The "Mutual Admiration Society", item #4, works. Two destroyer captains arranged to compliment each other often, especially in the presence of the division commander. The reputation spread from the division commander, and from the crew members who overheard the compliments.

No experiments have been found which designed to prove the comparative worth of the first eleven items. Naval officers have reported success with all. Many writers express opinions favoring the same techniques.

Item #12, teach him the ways of men and how to get along with them, is probably the most difficult of all techniques. It usually requires an expert psychologist. However, it is a technique which is known to work successfully in the Navy, and one which should be included here. This introduces us to the subject of human relations.

and for his officers. This does not tell him in justice, we
 however recognize, in his own self-interest, as being
 his good. It is a matter of human nature.

When officers object to the various features of law,
 to, and it would be better if they were given
 in the same line. If a particular measure will appear to
 them and be better than their own, it will usually
 be accepted by the law. When an officer will not
 refuse to stand it or suggest it, he will always
 upon the officer and his situation.

The various features of law, from the most
 destroyed officer, or even to the most of the
 especially in the presence of the division commander. The
 reputation spread from the division commander, and from the
 other members who surround the commander.

So experience have been found which should be given
 the comparative work at the time when they are given.
 These are the various measures which will give the officer
 opinion, for the same reason.

Then the law, and the law of the law, and the law of the law,
 with them is probably the most difficult of all laws.
 It usually requires an expert knowledge. However, it is
 a technique which is known to most men, and it is the best
 and one which should be included in the law. This is the best
 to the subject of human nature.

The experiments at the Hawthorne Plant of the Western Electric Company deserve careful consideration.^{1/} The details are too complex to describe here, but the conclusions are pertinent, to the subject of human relations. It was found that in each group of employees there was a social organization, a banding together, to protect against practices they interpreted as a menace to their welfare. This social organization manifested itself in:

1. "Straight line" output.
2. Resentment against wage incentive system. (Which resentment was sufficient to nullify the incentive.)
3. Expressions which implied the group, piece-work, wage incentive plan was not functioning satisfactorily (as desired by management.)

1/ These were very comprehensive, experimental studies, conducted as far as possible in the real life, industrial situation, during the years 1928-1932. There were four parts to the studies; 1. Comprehensive interviews with 20,000 employees, 2. Observation of the work behavior of five women, 3. Observation of the work behavior in a shop department, and 4. A study of the work behavior of fourteen male operators in a controlled shop. See F. J. Roethlisberger and W. J. Dickson, Management and the Worker, (Harvard University, Publication of the Graduate School of Business Administration, Vol. XXI, No. 8, Cambridge, 1932) Roethlisberger and Dickson, p.2, and passim. Or see F. J. Roethlisberger, Management and Morale, Harvard University Press, Cambridge, 1941, passim.

The importance of the American element of the American
Electric Company is being emphasized. The de-
tails are being worked in detail for the American
and American, in the interest of American interests. It is
found that in each group of companies there is a strong
organization, a leading company, in various respects, and
these are being organized as a means to their welfare. This
social organization is being built up.

[illegible]

RECEIVED THE SECRETARY OF THE ARMY

5. Experimental design and data analysis

Wages incentive plan was not implemented

(continued from page 10)

There were very comprehensive, approximately 1940-1941, was devoted as far as possible to the last five years of the life of the subject, during the years 1935-1941. There was some material in the subject; I. Comprehensive information from 1935 to 1941, and II. Comprehensive information from 1941 to 1945. The material in the subject was divided into two parts: a short summary, and a long one. The short summary was of limited value, and the long one was of limited value. The material in the subject was divided into two parts: a short summary, and a long one. The short summary was of limited value, and the long one was of limited value.

4. Informal practices by which recalcitrant members (i.e. rate killers) could be chastised and brought into line.
5. Informal leadership
6. Preoccupations of futility with regard to promotions.
7. Extreme likes or dislikes toward immediate supervisors, depending on the attitude of the latter toward their behavior.

Rothlisberger found that what the group though tended, to some extent, to dominate things.^{2/} This has implications in the use of all motivation techniques. There existed at Westinghouse interhuman relations not defined or represented in the Company Plan, and, although the Company defined what certain human relations should be, they were in some instances not in fact as planned. For example, the relation of supervisor to employee worked out in practice somewhat differently from the way which in theory it was supposed

^{2/} Refer to technique #4 Again. By mutual compliments or by self compliments a man or a crew can come to believe in its own superiority. An example was Hitler's race of supermen. Also see #47 which concerns the importance of belief.

4. *Interpretation*: What does it mean to say that a person is a member of a group?

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1951 2 27 412

Evolutionäre Aspekte der Psychologie

Extensive files of articles from the press-

[illegible]

© 2000 Blackwell Science Ltd *Journal of Internal Medicine* 247: 111–117

It was not until 1957 that the first attempt was made to

It is further noted that the above information is to be used for the purpose of the investigation.

Verfahrenen Personen ist eine große Hilfe.

in the company's view, and although the company believed

1990-1991

(continued from page 6)

It is of interest to suggest that the

Document has been removed from the system.

[illegible]

to work out.^{3/}

The actual organization was found to break down as follows:

1. That organization which was theoretical, the blue-print plan.
2. The social organization or the actual human situation.
3. The informal (social) organization, or those aspects not conforming to the technical representation but which exist, informal leaders, grouping, etc. (See technique #32 in the Check-List).

3/ Roethlisberger & Dickson, op. cit., p. 13 ff. Roethlisberger continued to explain that the technical organization represented the worker as being primarily motivated by economic interest, but that nothing could be more in variance with the fact. The behavior of a worker was often opposed to his own self-interest. An example occurred during the observation of the new wage incentive plan. The plan had been introduced to help the worker as well as the company, yet he resisted it. The workers behavior was essentially non-logical in character. As a general rule, the workers behaved in such a way as to give management the least opportunity for interfering with them, their ways of work, or their personal relations with each other. The workers too, often found themselves in the position of having to accommodate themselves to changes when they did not initiate.

It was found wrong to conceive of such behavior by the employees as being a symptom of hostility between management and the employees. While interviewing employees on 40,000 complaints, none were found to be directed against the company in general. Also it was found erroneous to blame the usual scapegoats of faulty supervisions, mismanagement, restriction of output, etc. The symptoms really pointed to a neglect of the social factors involved, the informal organization, and the human relationships.

to work out.

The actual investigation was done in 1944 and 1945.

Followed:

1. The investigation which was conducted, 1944-1945.

2. The actual investigation in 1944 and 1945.

3. The actual investigation in 1944 and 1945.

4. The actual investigation in 1944 and 1945.

5. The actual investigation in 1944 and 1945.

6. The actual investigation in 1944 and 1945.

7. The actual investigation in 1944 and 1945.

8. The actual investigation in 1944 and 1945.

9. The actual investigation in 1944 and 1945.

Roethlisberger concluded that a supervisor had difficult decisions between two alternatives.

1. To side with his subordinates:

This tended to make the job of handling subordinates easier, but made relations with supervisors more insecure.

2. To side with management:

This tended to cause him to lose sympathetic control of his men and therefore, to make his duties more difficult.^{4/}

Some of the motivation techniques, especially number 13, 34, and 53 are useful because they tend to prove or show that the choice between the two alternatives is not the only solution.

Rear Admiral C. H. Woodward presented some incentives found to work in industry by the Navy's Industrial Incentive Division: (numbers following the incentives indicate related techniques in the check-list).

1. Make every employee aware of the war value of his job. #43

2. Keep the war in front of employees constantly. #43

^{4/} Roethlisberger & Dickson, op. cit., p. 14.

Washington, D.C. 20540

Dear Mr. [Name]

I am writing to you in response to your letter of [Date]

This letter is to inform you of the results of the [Project]

and to discuss the [Project] in more detail.

I am

Very truly yours,

[Signature]

[Name]

[Address]

Enclosed for you are [Number] copies of the [Project]

and [Number] copies of the [Project]

and [Number] copies of the [Project]

Yours

[Signature]

[Name]

[Address]

[City]

I am very sorry to hear of the [Project]

and

I hope the [Project] is of some help to you.

Very truly yours,

3. Use war bonds to fight absenteeism. #24
4. Show where your product fits into the war practice. #43
5. Give recognition for work done. #21, 48
6. Establish production goals. #37, 38

"A man will credit himself much better among his known comrades than strangers or alone.^{6/} He cares what his friends think about him.^{6/} Of course, individuals differ in the reputations they want, but they all want some sort of a reputation, some degree of recognition, fame, honor, respect, love, etc. Anything that will tend to keep a man's reputation at a satisfying level also improves morale. As an example, one industrial concern increased performance of the supervisors by allowing them to sign their own name to orders. A petty officer likes to see his own signature as one of those on the ship's damage control bills. Spread a man's name and you give him fame. This relates again to the first eleven techniques and to #s 19, 21, 36, 48, and especially, #33.

All methods of influencing men are sometimes classified as argument or suggestion.^{7/} Suggestion is a good technique

5/ C. H. Woodward, "New Aids in Building Employee Morale", Modern Industry, (November, 1944), Vol. 2.

6/ Pennington, et al., op. cit., p. 223 6/ L. A. Pennington, R. B. Hough, and M. W. Case, The Psychology of Military Leadership, (Prentice-Hall, Inc., New York, 1943) p. 195 and p. 233 f.

7/ W. D. Scott, Influencing Men In Business (Ronald Press Co., New York, 1917), p. 15.

for getting men to follow, especially in the use of crowd psychology. The check-list deals essentially with one individual, but certainly one technique consists in getting him to join a crowd. It is useful when he can be made to feel a part of the crowd and when the crowd can be persuaded by suggestion, rewards, fear, rivalry, responsibility, and etc.^{8/} This paragraph refers to techniques # 18 and 17.

Lewisohn has said that human relationships are essentially emotional relationships. He claimed the following to be the elements of satisfactory relations:

1. Satisfying the desires of employees within the limits of productive efficiency. #23,27.
2. Justice in daily relationships. #26,37,39,40,50,53.
3. Satisfaction of desires for opportunity. #15,33.
4. A mutual understanding. #43,45.
5. Prevention of grievances.^{9/} #34

Lewisohn's opinions and experience tend to substantiate motivation techniques indicated by numbers after the above items.

One of the chief functions of a leader is to secure collaboration. His methods are largely verbal, talking

8/ H. H. Higgins, Influencing Human Behavior Through Speech (Expression Company, Boston, 1930) pp. 40 ff.

9/ S. A. Lewisohn, "Human Relations in Industry", Advanced Management (April-May-June, 1940), Vol. 5, No. 2, pp.72-76.

The feeling was as follows, especially in the case of women
 psychology. The church-like feeling was especially with the
 division, but certainly the feeling was not in feeling
 his to join a crowd. It is noted that in the case of
 feel a part of the crowd and when the crowd can be perceived
 of satisfaction, however, there is a feeling of responsibility, and
 etc. This feeling is noted in the case of the
 feeling is not with the same feeling as the feeling
 feeling is not with the same feeling as the feeling
 to be the elements of satisfaction and feeling:

1. Satisfaction: the feeling of satisfaction within the
 limits of positive satisfaction. 1925, 1926.
 2. Feeling is daily satisfaction. 1925, 1926, 1927, 1928, 1929.
 3. Satisfaction of the feeling of satisfaction. 1925, 1926.
 4. A feeling of satisfaction. 1925, 1926.
 5. Satisfaction of the feeling of satisfaction. 1925, 1926.
- Feeling's feeling and satisfaction and to satisfaction
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One of the chief feelings of a feeling is to feeling
 satisfaction. The feeling is feeling of feeling, feeling.

W. E. B. DuBois, Black Reconstruction in America, 1903, pp. 1-10.
 W. E. B. DuBois, Black Reconstruction in America, 1903, pp. 1-10.
 W. E. B. DuBois, Black Reconstruction in America, 1903, pp. 1-10.

and understanding. Words are potent instruments of social control.^{10/} George Dartnell tells of several instances when good leadership has been largely verbal salesmanship. The leader had the sales attitude of wanting to beat his quota and sold the same idea to his men. He sold them a belief in the importance of their jobs. Salesmanship, Dartnell says, is preferable to the use of authority. "Authority is like money in the bank. The less you spend the more you have."^{11/} Motivation techniques # 16, 17, 43, 44, and 52 are in general agreement with the ideas presented in this paragraph.

Recognition of each man's abilities is stressed by all leadership books as a good technique for satisfying each man, improving his morale, and securing his cooperation. This technique includes recognition of any laudable, unique characteristic. A man's name is his most distinguishing characteristic. Learning a man's name and giving him just credit is common sense. Yet these things are often ignored.^{12/}

^{10/} F. J. Roethlisberger, Management and Morale, op. cit., p. 39. Also see F. T. Young, Motivation of Behavior (John Wiley and Sons, Inc., New York, 1936), p. 429. This work is a good summary of psychological experimentation and thought. Also see Higgins, op. cit., passim.

^{11/} George Dartnell, "Getting Men to Do Their Best", Industrial Relations (November, 1944), p. 29

^{12/} Pennington, et al., op. cit., p. 204 and p. 207.

Praise is superior to reproof in developing motivation toward learning. The majority of evidence substantiating this comes from experiments with children.^{13/} However, almost all military writers make the statement that praise is to be used more often than reproof.^{14/} After surveying the available psychological evidence Young speaks more cautiously and states that Hurlock's conclusion favoring praise in preference to reproof as an incentive cannot, without some certain qualifications be regarded as universally valid. He recognizes that both praise and reproof can energize an individual upon some course of action.^{15/} In line with these conclusions are techniques #1, 4, 9, 11, 20, 21, 36, 48, and 58.

A man's morale and his adjustment to the Navy have a great deal to do with his individual motivational pattern.

^{13/} See J. A. McGeech, The Psychology of Human Learning (Longman, Green, and Co., New York, 1942), p. 269; or Hurlock, "An Evaluation of Certain Incentives Used in School Work", Journal of Educational Psychology, (March 1925), Vol. 16, No. 3, p. 149.

^{14/} Pennington, et al., op. cit., p. 72 and p. 206.

^{15/} Young, op. cit., p. 415 and pp. 428 f. See also James J. Jackson, "Reprimanding Employees," Personnel Journal (June, 1941), p. 73; and N. W. Hepner, Psychology in Modern Business (Prentice-Hall, Inc., 1930), pp. 342-346.

This has been the observation of the author and evidence may be inferred from a parallel situation. A study was made at Dartmouth College in an attempt to relate visual defects to a man's motivational pattern. The study consisted of 124 case studies, with no control groups. One result was stated as follows: "The final conclusion of this study is that, in this population at the time it was studied, the particular motivational pattern of the individual is the principal factor that determines the nature of the individual's adjustment to his visual defects, or their correction." The student would make a report of the severity of the eye symptoms more closely allied to his motivational pattern than to the actual degree of the visual defect. If greatly motivated to complete school and proceeding successfully, he would tend to minimize the defects and to accept correction. A man having trouble and less motivated to finish would tend to find an excuse in exaggerating his symptoms and to resist correction. The inference is that a man's adjustment to the Navy depends to a great extent on his desire to get along, to serve, etc., that a Naval leader would do well to supply a motive, if possible, rather than put up with maladjustment.^{16/} It is necessary to learn what the man wants,

^{16/} I. E. Mender, H. A. Inus, and M. W. M. Rothay, Motivation and Visual Factors, (Dartmouth College Publications, Hanover, N. H., 1942), p. 323 and passim.

and to adjust those wants if they clash with the best interests of the Navy. Especially, techniques # 16, 22, 23, 31, 34, 35, 43, and 45.

Pennington states that "While the soldier may be trained wholly under a system of rewards and competitive practices, a still more sound procedure is to instruct trainees in such a way that the pleasure received from mastery is the reward. This latter procedure is called "intrinsic motivation", while the former is called "extrinsic motivation".^{17/} It would seem that often the intrinsic factors of motivation are the more important.^{18/}

Carl Heyel makes much of the importance of a man's interest for his job. He attempts to graph the steps or means of developing job enthusiasm. His important factors include such as "the mail must go though attitude", "the 'we' attitude", "spontaneous discipline", and "employees smiling and cheerful". Heyel breaks down the above divisions and arrives at steps all of which are included in the check-list. His plan, much less specific than the check-list, aims at enhancing

17/ Pennington, et al. op. cit., p. 71.

18/ C. E. Cofer and Eleanor B. Cohen, "Job Attitudes of a Hundred and One Federal Employees," Public Personnel Review, (April, 1943), Vol. 4, No. 2, pp. 96-102. Also see S. L. Pressey and F. P. Robinson, Psychology of the New Education (Harper and Brothers, New York, 1934), p. 422.

and to which some extent it may also be due to the
 character of the work, especially, however, to the fact
 that the work is done in a very small room.

According to the above, the soldier was to receive
 about a dozen of these and some other articles.
 It will be seen from the above that the soldier
 is not the person who is to receive the articles, but
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social acceptance, introducing the warmth of human kindness, recognizing individuals, and keeping the men informed.^{19/} The fact that increased motivation for a task can be secured by developing an interest in the task seems almost too obvious for inclusion, but the statement is made often by writers.^{20/} Techniques #3, 4, 11, 13, 15, 16, 17, 21, 43, 45, and 48 include efforts at developing interest in mastery of the job.

It is possible to place a man in a job which already interests him, or it is possible to interest him in the job to which he is to be assigned. Certainly putting the right man in the right job is a fine ideal. It assumes that men have aptitudes, personality traits, and interests which will aid them to succeed at some jobs more than at others. And the assumption is quite well established as fact by many experiments correlating aptitude tests, personality tests, and interest tests against success on the job.^{21/} The

^{19/} Carl Heyel, How to Create Job Enthusiasm, (McGraw-Hill Book Co., Inc., New York, 1942), See especially the charts on pp. 53, 102, 169, and 241.

^{20/} Pennington, et. al., op. cit., p. 96.

^{21/} See the following: John C. Flanagan, "Personnel Research in the Army Air Forces," Public Personnel Review (January, 1945), Vol. 6, No. 7, pp. 33-39; Harry J. Older, "An Objective Test of Vocational Interests", Journal of Applied Psychology (April, 1944), Vol. 28, No. 2, pp. 99-138. And T. L. Kelley, Talents and Tasks, Educational Monograph, No. 1 (Harvard University, Cambridge, 1940), *passim*. Kelley

social background information the results of which are being
 reproduced individually, and keeping the new interest. The
 fact that improved activities for a child are the result of
 developing an interest in the work done at home and school
 for interest, but the statement is made often by writers.
 Teachers are at the time of the child's life, and are in-
 sistent efforts at developing interest in school at the time.
 It is possible to place a new in a child's life
 interest in, or it is possible to interest him in the
 job to which he is to be assigned. Certainly interest in
 what he is doing is the right job is a first goal. It means that
 we have children, particularly in the school, and interest in
 will also be needed at some time in the future.
 and the emphasis is upon the child's interest in the job
 any extensive knowledge of the child's life, particularly
 such, and interest in the child's work in the school.

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 See the following: John D. Thompson, "The
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 10/11/11, Vol. 1, No. 1, 10/11/11
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The selective assignment of personnel to appropriate duties has a close relationship to morale. Work results improve because of the better placement and also because of the better morale.^{22/} Particularly pertinent to the above are checklist techniques # 14, 15, 33, 35, and 36.

In an analysis of 45,000 cases the Navy compared frequency of failures in school among these enlisted men who were above the cutting score of the Navy General Classification Test, against the frequency of failures among those enlisted men who did not meet the cutting score. The proportion of failures reported by instructors as being the result of lack of interest or lack of application was four times greater for those men below the cutting score. This tended to prove again that placement of men in jobs for which they did not have aptitude was not conducive to good motivation for the task.^{23/}

We often assign dull jobs and then expect the men to have lofty motives. However, several methods are available for making the jobs more interesting. Sometimes, the jobs may be reassigned to fit the men. At other times, it is

^{22/} E. L. Munson, The Management of Men (Henry Holt & Co., New York, 1921), p. 589.

^{23/} From an interview with Dr. E. C. Brundage, Technical Head, Classification and Field Research Division, Research Activity, Bureau of Naval Personnel, June 12, 1947.

^{24/} E. L. Munson, Human Factors Involved in Supervision, (McGraw-Hill, 1944), Vol. 30, No. 2, pp. 204-205.

The relative assignment of personnel in emergency action
has a close relationship to morale. Good morale is
essential to the better functioning and also because of the
for morale. Testimonials pertinent to the above are
also contained in the following pages.

In an attempt to determine the true morale of the
personnel of the Navy in general, the following were
made where the United States of the Navy General Council
action was taken against the frequency of (airmen) being
enlisted and who did not want the military service. The
position of the Navy was reported by testimony as being
points of lack of interest or lack of participation and
times greater for those who make the military action. This
tended to prove again that placement of men in jobs for which
they did not have aptitude was not necessary to good
morale for the Navy.

No other action will be taken and even expect the
Navy will continue. However, several methods are available
for action the jobs were interesting. Therefore, the
may be considered to be the best. At other times, it is

E. L. Hanson, The Importance of the Navy
New York, 1931, p. 100.

From an interview with Mr. E. L. Hanson, President of the
Classification and Staff Services Division, Bureau of Naval Personnel, June 14, 1937.

necessary to change the men's interests. There is one method which has been tried successfully many times in industry and in educational situations, but which at first glance seems a little out of place in the Navy. However, its acceptance is becoming so wide in industry that Naval officers should give it careful consideration. The suggestion is that management should give the worker opportunity to participate in certain management functions.^{24/} Davis teaches somewhat the same thing as his principle of participation. A man is better satisfied and cooperates to a greater extent if he can take an important part, and if agreements on plans are mutually achieved, as can be done in a well handled conference.^{25/}

Some writers say that supervision must be democratic.^{26/} However, if that be so, the various techniques of motivating men must be applied in such a manner in the Navy that they will hold up under the strain of battle. As far as can be known, consensus decisions, arrived at in conferences between officers and men in a military unit can successfully be extended only to "fringe activities", or those activities

^{24/} Paul Mooney, "A Fundamental Job of Management," Advanced Management (April - June, 1944), Vol. 9, No. 1, pp. 94-99.

^{25/} Ralph C. Davis, Industrial Organization and Management Harper and Bros., New York, 1940., p. 505

^{26/} H. E. Kessler, "Social Theory Involved in Supervision", Personnel (March, 1944), Vol. 20, No. 5, pp. 300-303.

aside from the main jobs of the organization. These will include such things as welfare and recreation. There has been no Army or Navy which operated successfully that allowed a system of divided authority. The following quotation is a useful example. It concerns the surprising defeat of the French Army in 1940.

"May 22nd, 1940. Still no French counter-attack to pierce the bulge. Precious opportunities have been thrown away. General Georges was asked point blank why the promised counter-attack had not been delivered. His liaison officer spoke for him and answered that the General could not give orders so far in advance of the inclinations of the divisions. This was an eye-opener, and it is only now that it is brought home to me that the formation of soldiers' committees regularized in the French Army in 1936 by Monsieur Leon Blum's regime have so far undermined discipline. F.Q.G. (the French General Headquarters) is definitely handicapped by the spirit of internationalism that exists to such a great extent among the rank and file." 27/

The procedure to govern use of recreation funds of the Navy was set forth in a letter by the Secretary of the Navy, 46-1071, dated 17 May, 1948. It directs the formation of a Recreation Council composed of not less than three commissioned officers and an Enlisted Recreation Committee. Its provisions leave the decisions of the commanding officer final, in that he can approve, disapprove, or change the plans formulated by the Council and Committee.

27/ Anon., The Diary of a Staff Officer, (Methuen and Co., Ltd., London, 1941), p. 34, also quoted in Pennington, et. al. op. cit., p. 133.

Well handled conferences can be extremely useful for training and educational purposes. Many Naval officers have had success with round table type discussions at lunch or in other situations. The advantages in the Navy from informal discussions are manifold. First, if the participants can arrive at a decision, having discussed all sides of the case, they will be much more strongly motivated toward cooperating and backing the plan than they would if the same plan had been issued as an order or directive. Second, by discussion all hands gain a better understanding of the problem and policy. And third, the senior officer discovers ambiguities, difficulties, and ramifications he might have missed.^{28/} Technique #45 in the check-list suggests limited application of the principles of participation and conference.

It is to the best interests of the leader using this check-list that he select and place his subordinate officers to the best advantage. It is beyond the scope of this paper to go into the science of personality, except to a

^{28/} W. E. Utterback, Decision Through Discussion (New York Times, New York, 1946, pp. 5 f; M. S. Elliott, The Process of Group Thinking (Association Press, New York, 1928), pp. 1-23; and M. L. Eubank and J. J. Auer, Discussion and Debate (F. S. Crofts and Co., New York, 1941), *passim*, see especially Chapter 18.

limited extent. It is known that the leadership abilities of a man can be developed by training. There is also evidence to support the belief that much improvement could be made in the selection of leadership candidates. Jenkins recently presented a good, up to date survey of the situation.^{29/} Though many studies of sorts have been made, it is not yet known what the attributes of the best leaders are, nor is it known how to measure accurately the success of a leader. Psychologists can select those men from a large group who will tend to be the best leaders, but the real correlation of the selection with ultimate success is not known. Their complete processes are complicated to the extent that they must be handled by experts.^{30/} At the present time, petty officers are selected and advanced under the provisions of the Bureau of Naval Personnel Manual. It is an understandable, logical, and simple system in operation. It is probably as complete as our present knowledge about leadership

^{29/} W. O. Jenkins, "A Review of Leadership Studies with Particular Reference to Military Problems," Psychological Bulletin (January, 1947), Vol. 44, No. 1, pp. 54-79.

^{30/} Some of the methods which have been used with varying success in the selection of leaders are: 1. Ratings by seniors; 2. Ratings by associates; 3. Nomination by associates; 4. Interviews; 5. Biographical information; 6. Classification tests; and 7. Sociometric techniques.

Journal of Personnel and Social Psychology, 1948, Vol. 27, No. 1, pp. 115-121; *See William Jenkins, "Leadership Selection: The Psychological Study of Leadership," Personnel Psychology Bulletin*, January, 1949, p. 1.

^{31/}
warrants.

Interesting experiments have been run to test methods of selecting leaders in which the opinions of the rank and file, or others, on the same level as the man to be promoted, are considered. When this information is collected scientifically and is used to obtain the best possible utilization of persons it is called a sociometric technique. It is generally agreed that the associates of a man, those of the same rank or rating, usually know more about the man than his superior officers. The technique can also help arrange grouping of persons so that the personalities of the leader and the led do not clash. Therefore, the sociometric technique shows promise when the information is handled scientifically.^{32/} Navy officers might well give

^{31/} United States Navy, Bureau of Naval Personnel Manual Government Printing Office, Washington, October 1, 1942 edition corrected through change #11), p. 89-166. This prescribes advancements to fill personnel complement based on the following: 1. Achievement tests; 2. Proficiency ratings by superior officers; 3. Leadership ratings by superior officers; 4. Time in rate.

^{32/} For a discussion of sociometric techniques see: J. L. Moreno, Who Shall Survive? A New Approach to the Problem of Human Relations (Nervous and Mental Disease Publishing Co., Washington, D. C., 1934), passim; J. L. Moreno, Sociometry and the Cultural Order, Sociometry Monograph #2 (Beacon House, Inc., New York, 1943, passim. Moreno's books do not deal only with leadership. See also: M. B. Parten, "Leadership Among Pre-School Children", Journal of Abnormal and Social Psychology, 1943, Vol. 27, pp. 430-440; How Children Choose Friends (Society for the Scientific Study of Character, Detroit Teachers College, Detroit, 1929), Passim.

more consideration to selection of leaders acceptable to the men concerned or to transferring men to different sections to get happier arrangements. Some person considered unfit as leaders or workers in relation to certain persons are considered satisfactory in relation to other groups. See technique #32.

However, there is no proof that an army or navy can be successful in selecting leaders by popular choice. After the Russian Revolution in 1917, Kerensky tried to develop a democratic, citizen army for the new Russia. Officers were elected on "the principle of mutual comradely discipline and respect," the same as officers were elected in the militia during the American Revolution. But the new Russian army was not a success and, therefore, the old Tsarist officers were searched out, many taken from prison, and put back in various commands of the Red Army. Of course, they were watched continuously by representatives of the Soviet Government called War Commissars. A few years later, Ebert and Noske attempted the same thing in Germany after their revolution. They were not successful, nor were Arana and Giral of Spain in 1936.^{33/} Democratic selection of Navy leaders is not being advocated, but more attention to personalities

^{33/} Pennington, et al., op. cit., p. 133 f.

and human relationships is suggested.

Three separate leadership studies were performed by the Army Air Forces aviation Psychology Program. In each case, they uncovered almost the same categories of action supposedly desired in successful A.A.F. leaders. These general categories were: 1. Initiative and interest in military duties; 2. Proficiency and skill in the flying duty; 3. Disregard for personal welfare; 4. Proficiency in social administrative duties; 5. Personality characteristics; and 6. Interest in non-flying duties.^{34/} Still the statement of Jenkins holds true, that "Advances in methodology in this field, i.e., selection of leaders, are definitely not striking." The traits of leadership remain a vague and elusive thing.^{35/}

Various lists of the so called principles of leadership hold clues as to possible motivation techniques. The following items, called cardinal principles of leadership by the United States Army, are included in motivation techniques as indicated by reference numbers:

1. Know your men # 22, 23, 39.

^{34/} United States Army Air Forces Aviation Psychological Program, Report No. 14, Psychological Research on Problems of Redistribution (Government Printing Office, Washington, D. C., 1946) Preliminary edition, p. 132.

^{35/} Jenkins, op. cit., p. 75.

These results are consistent with the hypothesis that the

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Journal of Management Education 34(1) 1-12

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2. Set the example #18
 3. Care for your men. #27, 29, 34, 41.
 4. Keep the men informed. #43, 51.
 5. Set high standards and develop pride in outfit. #37, 38.
 6. Stimulate initiative and self respect. #1-11, 13-17, 19-21, 33, 36, 44.
 7. Reward the men for jobs well done. #24, 48.
 8. Establish and maintain military discipline and courtesy. #47, 52, 53, 56, 57.
 9. Serve unselfishly. ^{36/}
- Some of those principles are useful here. Starting with principles #1 and #3, it may be noted that almost all books concerning leadership stress taking an active interest in the welfare of subordinates. F. S. Alexander says, for example, that morale consists in the satisfaction which the worker gets out of feeling that management has an interest in his welfare, and that both management and the worker are concerned with each other's welfare and work together in

^{36/} United States Army Service Forces, Manual M-5 Leadership and the Negro Soldier (Government Printing Office, Washington, 1944) p. 17. Or see Army Manual FM 21-50, Sections I, II, & IV.

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Some of these witnesses are listed below:

The following is a list of the witnesses who are listed in the report of the committee on the subject of the investigation of the activities of the American People's Party, Inc., in the United States and in the foreign countries.

The following is a list of the witnesses who are listed in the report of the committee on the subject of the investigation of the activities of the American People's Party, Inc., in the United States and in the foreign countries.

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

collaborated effort. ^{37/}

The AAF leadership studies yielded interesting results in the area of consideration for the men's welfare. Two hundred and twelve flying officers recently returned from combat were asked to describe successful, actual, combat leaders. The descriptive statements were analyzed and classified into categories, thirty-two factors of leadership. Many of the categories deal with the personality of the leader, which is somewhat beyond the scope of the present check-list. Some of the factors were mentioned too seldom to constitute proof. However, it is significant that the category mentioned most often or in forty-seven percent of all descriptive statements, consisted of the following: Went to bat for men's safety, comfort, food, etc. Understood problems of rest of men, e.g., promotions, transfers, days off, etc. The factor listed second in frequency was far behind, mentioned in only twenty-nine percent of all statements. A second study obtained from flying officers descriptions of unsuccessful leaders. The most frequent factor, occurring in eighteen percent of all descriptions was "lack of

^{37/} In D. E. Cason and H. G. Ross (eds.) Human Behavior and Its Relation to Industry (McGill University, Montreal, Canada, a series of lectures given January 12, March 28, 1944. p. 46. Lecture by F. S. Alexander, "Motivation and Incentives". See also Pennington, op. cit., p. 205, and H. W. Hepner, Psychology in Modern Business (Prentice-Hall, Inc., 1930), p. 340.

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Abstract of the 1998 Annual Meeting of the American Psychological Association, Washington, DC, September 12-16, 1998.

Source: U.S. Census Bureau, *Current Population Reports*, 1990.

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consideration of men's welfare".^{38/} Tending to justify this treatment of an officer's consideration for his men's welfare as a motivation technique is Young's statement: that whatever satisfied a person's needs tends to release tension, bring success and adjustment, and to evoke pleasantness.^{39/}

However, some caution is necessary in looking out for men's welfare. Avoid paternalism. Keep away from private and family problems where the leader is not desired.^{40/}

Many techniques in the check-list pertain to looking after the welfare of the men, especially #22-25, 27-30, 34-36, 39, 41, 42, 45, 48, 50 and 51.

A survey covering thirty-four Army Service Force Companies in the Continental United States was conducted to detect the correlation between various personnel practices and morale as rated by (a) the post or battalion commander, (b) the company officers, and (c) the enlisted men of the company. Against the check-list of company practices the six companies rated highest in morale and the six companies

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^{38/} U. S. AAF Aviation Psychology Report No. 14, loc. cit., tables 3.1-3.8

^{39/} Young, op. cit., p. 383 f.

^{40/} C. C. Burlingham, "Employee Morale," Personnel Journal (June, 1945), Vol. 24, No. 2, pp. 56-63. Also see Cameron and Ross, op. cit., p. 52.

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—Das ist eine tolle Sache! Ich habe es noch nie erlebt!

This is a preliminary report on the results of the study.

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Journal of the American Medical Association, Vol. 100, No. 1, pp. 1-10, 1935.

rates lowest in morale were evaluated. With very few exceptions the highest morale companies were rated favorably, or as possessing all eighteen items of the check-list by the enlisted men in the company, and with very few exceptions the enlisted men of the lowest morale companies rated their companies as lacking the eighteen items. The items, apparently judged as desirable in a good company were:

1. Officers interested in men. #22, 23, 34.
2. Officers understand men's needs. #1-11, 13, 39.
3. Officers are helpful to men. #25, 27, 28, 29, 41, 42, 43.
4. Officers recognize men's abilities. #20, 21, 36, 48.
5. Officers are willing to back men up. #50.
6. Fair share of off-duty time given men. #24.
7. Men given authority to do their jobs. #40.
8. Best use made of training time. #54.
9. Fair furlough and pass policy. #23, 39.
10. Fair promotion policy. #14, 23, 32, 39.
11. Good selection of noncommissioned officers. #37.
12. Satisfactory sports and athletic facilities. #2, 28.
13. Satisfactory recreational facilities. #5, 23.
14. Satisfactory orientation on progress and background of the war. #43.
15. Officers give talks on importance of outfit's job. #43, 51.

16. Personal talks by officers on men's progress.

#38,43.

17. Men given the opportunity to know the "why" of things. #12,43.

18. Punishment meted-out fairly. #39,53,56,57.

A study of 1500 Naval offenders showed many different motives which contributed to the cause of the offense. Some men were troubled by economic problems or unfaithfulness at home. Many showed family backgrounds with divorce, broken homes, or mistreatment. There were other motives easier for officers to control. A few men with high I.Q.s were bored with their tasks. Twenty-seven percent of the offenders did not like their duty and seventeen percent did not like the Navy.^{41/} Another study found that desertions or overleaves were due largely to an emotional disturbance or to some attitude toward the Navy.^{42/} Certainly, it would be desirable if Naval officers were able to minimize offenses

^{41/} H. R. Otness and G. A. W. Stoufer, jr., "The Naval offender: Motivating Factors," Navy Medical Bulletin (Navy Department, Washington, 1945), Vol. 44, pp. 1029-1035.

^{42/} W. Bromberg, A. A. Apuzzo, and B. Locke, "A Psychological Study of Desertion and Over Leave in the Navy", Navy Medical Bulletin (Navy Department, Washington, 1945), Vol. 45, pp. 558-568.

16. Personal files by officers on men's progress.

17. Men give the opportunity to know the "why" of

18. Treatment not only fairly. 192, 20, 20, 20.

A study of 1920 found officers showed many different
 notes which mentioned in the name of the officer. Some
 men were treated by economic principles of individualism
 of men. Many showed family background as an influence, rather
 than, or otherwise. There were other notes which
 for officers to control. A few men with high I.Q.s were
 treated with their tasks. Many men were treated on the op-
 timum and not like their only and economic progress did
 not like the way. ¹⁹ Some men were found that mentioned
 as individuals were not treated in an individual manner
 as to some extent toward the way. ²⁰ Otherwise, it would
 be desirable if some officers were able to consider others

19. A. A. Sprague and D. A. Sprague, Jr., "The Study of
 Human Behavior," New York, 1920, pp. 10-12.

20. A. A. Sprague and D. A. Sprague, Jr., "The Study of
 Human Behavior," New York, 1920, pp. 10-12.

by developing interests and proper attitudes, by helping to solve the difficult personal problems, and by calming emotional tensions.

The prestige of his job is of great importance in motivating each man. Lack of prestige is usually one reason that "head cleaners" are not enthusiastic about their jobs. But the attitudes of the crew and then of the cleaners can be changed. The Goodrich "College" of Maintenance Knowledge says, "Give dignity to an irksome job, temper it with humor, and instill a spirit of friendly competition in those who have to carry it out."^{43/} The problem is much simplified when dealing with types of men who can take pride in the simplest of jobs.^{44/} See techniques #19, 33, and 36 in the check-list.

In order for an appeal to patriotism to carry much weight the patriotism should carry prestige. It has been obvious that patriotism was more popular, and because of the popularity more effective as a motive in times of war and national emergencies.^{45/} Appeals are said to be more

^{43/} "Goodrich 'College' of Maintenance Knowledge", Modern Industry (March 16, 1947), p. 72.

^{44/} Karl A. Menninger, The Human Mind (A.A. Knopf, New York, 1945) p. 63.

^{45/} Cameron and Ross, op. cit., p. 46

successful when they are specific and are aimed at individuals or smaller groups. Also it is usually agreed that appealing to duty as a motive is not often successful. ^{46/}

Refer to technique #17.

One of Davis' principles of morale is the principle of understanding. A man appreciates more what he believes to be right. ^{47/} Industry and the armed services understand this and now attempt to find out, usually by survey, what the men believe and then to correct any erroneous beliefs by methods of indoctrination and presentation of the facts. It is too often found that men guide their actions by misconception. Walter Strong, Midwest Director of the Opinion Research Corporation, Chicago, pointed out that almost universally labor does not understand management's problems. Workers in some concerns estimated company profits at about 50% of gross income while in reality it was about 8%. Certainly, it is management's function and duty to show the workers the truth. ^{48/} An example of specific Army indoctrination is the situation immediately prior to the invasion of Europe, across the English Channel, D-day in World War II. It was found that

^{46/} H. H. Higgins, Chapter III, op. cit.

^{47/} Ralph C. Davis, op. cit. p. 548 f.

^{48/} Walter Strong, "Analyzing Employee Attitudes and Wants," a speech presented May 15, 1947 at the Eighth Ohio Personnel Institute, Ohio State University.

the great majority of soldiers believed that they were doomed to die. A series of pamphlets giving facts were distributed to inform the men better of the situation.

Check-list techniques #43 and 51 stress the above points.

When rumors exist, it is usually because the men are not completely informed. "To deny a rumor, repeat the facts, don't repeat the rumor. Rumors are spread by word of mouth. When you repeat a rumor you are spreading a rumor."

An experimental study group of people were brought in to listen to a rumor contest program over the radio, which consisted of a dialogue in which a rumor was announced, followed by facts which proved it untrue. Listeners to the program were interviewed before and after the program. Their answers showed that the rumors should never have been repeated. For every rumor spiked by the program, twenty-seven were planted.^{49/} Technique #51 mentions this point. Motivation techniques which pertain particularly to education problems, training, and learning are useful

^{49/} Maj. Gen. F. H. Osborn, "Information and Education Division", Military Review, (Fort Leavenworth, December, 1944), Vol. 24, No. 9, pp. 2-26. The purpose of the orientation are listed as: 1. motivation, 2. explanation, 3. reassurance. For another discussion of the Army orientation program, see Col. H. J. Schroeder, "Mental Conditioning to War", Military Review, (Fort Leavenworth, July 1944), Vol. 24, No. 4, pp. 50-53.

^{50/} Army Service Forces Manual M-5, Leadership and the Negro Soldier, (Government Printing Office, October 1944), p. 63.

in the check-list. Pennington presents the following:

51/

DEVICES THAT PREPARE TRAINEES FOR MILITARY INSTRUCTION

MORE REMOTE

MORE IMMEDIATE

Knowledge of future needs #16, 43	Immediate recognition of progress. #21, 37, 38, 48.
Proficiency certificates #24	Success experiences each day in training. #30, 38, 42.
Advancement in rank	Demonstration of how a mili- tary piece works.
Financial Gains #24	Problems relating known to unknown #43.
Assignment to a special post. #24	Graphs, charts, instruments that set the stage for in- struction. #16
Leaves and time-off. #24	Instructors bearing, interest, and enthusiasm. #16.
Advanced training possessing civilian and military voca- tional value. #43	

* / (Numbers after the items above refer to check-list techniques)

For learning, Pennington, Hough, and Case present the following psychological principles: (1) A man learns most when he understands the nature of the subject and why he

- needs to learn it. (2) A man learns and remembers best when the subject is closely tied to that already known.
- (3) A person attends to one item of experience at a time, he cannot do two things at once, unless one of these is so completely habitual that no attention is necessary.
- (4) The learner should practice in the manner in which he is later to use his new facts and skills. ^{52/}

Case evidence exists in the experience of the Navy at teaching recognition during World War II. Dr. Mendenhall followed the learning exhibited by various pilots. The amount learned from recognition was low while the pilots were training in the U. S., but learning jumped obviously to much improved results when the pilots were aboard carriers, steaming toward combat zones. He mentioned four principles quite generally accepted. Learning takes place most rapidly when a man 1. is aware of a goal, 2. understands the goal, 3. accepts the goal, and 4. sees the goal as immediate. ^{53/}

Check-list techniques #37, 38, 43, 45, and 51 include those principles.

^{52/} Pennington, et. al., op. cit., p. 15.

^{53/} From a conference held July 12th, 1947 with Dr. C. M. Mendenhall, Professor of Education, Ohio State University and Lt. Cdr., USNR.

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Journal of Management Education 26(7) 809-821

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— *see* *On the Edge of Time*

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Indoctrination literature and training material must be presented in a form the bluejackets will accept. Cleverly designed handbooks have many times proved much more effective than any number of lecturers, orders, and regulation books. ^{54/} Technique #43 includes mention of the handbooks. One actual, bad example was a handbook which started, "Remember, you are here to work."

Eugene B. Maple presented a picture of the schooling methods available to industrial employees and he expressed the opinion that they were not completely satisfactory. He was looking for better methods. One concrete suggestion concerned testing. He notices a two hundred percent increase in the enrollment of adult trade classes in the field where the testing technique had been used. A test or experimental situation sometimes in itself stimulates production. ^{55/}

^{54/} Some Naval vessels have quite excellent handbooks, e.g. the U.S.S. Leyte and the U.S.S. Albany. Also see W. B. Tomnick, "The Employee Handbook; A Training Aid", Personnel Administration (May, 1942), Vol. 4, No. 9, pp. 3-8; also see Alan C. Rankin, "A Survey of Employee Handbooks," Personnel Administration, (February, 1940), Vol. 2; and G. Bently, "The Employee Publication as a Morale Builder," Advanced Management (July-September, 1943) Vol. 8, No. 3, pp. 78-85.

^{55/} Eugene B. Maple, "Stimulating Employee Self-Improvement", Personnel Journal (March, 1941), Vol. 19, No. 9, pp. 316-324.

Industrial Hygiene and Training Manual was
 presented as a text for the Industrial Hygiene
 designed for the use of the Industrial Hygiene
 the first part of the book, which was published
 by the Industrial Hygiene Institute of the
 the United States and a number of other
 countries for the year 1911.

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Some other principles concerning training are: Create adequate interests, attitudes, and purposes. Goals and standards must be adapted to pupil ability. Maximum efficiency demands a definite objective. Reward and praise may be effective incentives. Punishment probably has limited value.^{56/} Technique #42 mentions the value of tests.

Attitudes toward changes in environment are more important than the changes themselves. In one of the Westinghouse experiments an increase in lighting produced a definite increase in production. However, when intensity of illumination was experimented with again it was lowered below the original value and production increased still more. Almost any change improves production if it is taken in the right spirit.^{57/}

The following things can help to prevent boredom and fatigue: 1. Take frequent rest pauses, 2. Change the nature of the activity, 3. Compete with others and with yourself, 4. Section the men into roughly equivalent groups so that men of somewhat similar background and abilities work together.^{58/} Check-list

^{56/} D. G. Ryans, "Motivation in Learning", Yearbook of the National Society for the Study of Education (1942), Vol. 41, part 2, pp. 289-331. See also Pressey and Robinson, op. cit., pp. 200-229.

^{57/} Cameron & Ross, op. cit., p. 51. Also Rothlisberger and Dickson, op. cit., pp. 2 ff.

^{58/} Pennington, et. al. op. cit., p. 97.

techniques #14, 15, 28, 33, and 25 include the above principles.

There should be fairness in all dealings between officers and men. For example, some promotion systems are supposedly based on merit, the best man to get the job if qualified, but in fact, they may not effect advancements on merit.

It happens sometimes ~~that~~ when vacancies exist for promotion that there are men who consider themselves qualified for promotion, but that the officers seem to consider them not qualified. It is only fair that if a man is qualified he should be considered automatically, and that if he is not qualified he should be cognizant of the fact. This requires up to date, accessible records. Decisions must be based on facts, not on vague feelings. Techniques #39, 42, and 43 attempt to show this.

George Jay Anyon attempted to codify an evolving program to satisfy the present labor-management troubles. Much of his plan had to do with the motivation of workers. It was based both upon what the trade unionists have indicated they want to accomplish or the conditions they seek to create or find in industry, and various managerial principles from which the wants were taken. Grievance items which apply ^{59/} here are listed.

^{59/} George Jay Anyon, "Trade Unionists and Scientific Management", Advanced Management (June 1947), Vol. XII, No. 2, pp. 56-73. See also John A. Overhold, "Grievance Procedures as Aids to Morale", Personnel Administration (May, 1943), Vol. 5, No. 9, pp. 8-9.

Techniques 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 87

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Hand on wall. The door was to the left of the wall.

But in fact, they may not affect outcomes at all.

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It should be pointed out that, this register is in

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10-10-68

15 JUL 1967

Source: The author's research.

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such religious differences must be reflected in fact as

1990-1991

George Jay Kuyper, "Theological Education and the Church in America," Journal of Theological Education, Vol. XII, No. 2, pp. 55-70.

1. The greatest cause of controversy is to be found in the misuse of managerial power and authority. It is a more decisive force than the profit motive.

2. Any controversies arising are to be subject to the "Grievance procedure".

3. All grievances should be settled as near the point of origin as is possible, as speedily as possible, and on their merits.

4. A procedure must be established for the settlement of grievances. There should be provided, by mutual agreement, a final determination of unsettled grievances and the procedure to be followed.

5. The procedures must facilitate settlement of grievances by the establishment of the successive steps and methods of presentation of grievances and the appeal from one step to another.

The handling of complaints is stressed by the majority of military leadership books, however, few of them proposed the formalized procedures used by industry. The trend is in the direction of expanded grievance procedures. Our sailors are U. S. citizens who know the grievance systems. They will want one in the Navy. And the Navy will benefit by having one. The present informal system usually used will

1. The present course of investigation is to be based on the basis of scientific method and authority. It is a matter of fact that the present course of investigation is to be based on the basis of scientific method and authority.

2. The present course of investigation is to be based on the basis of scientific method and authority. It is a matter of fact that the present course of investigation is to be based on the basis of scientific method and authority.

3. The present course of investigation is to be based on the basis of scientific method and authority. It is a matter of fact that the present course of investigation is to be based on the basis of scientific method and authority.

4. The present course of investigation is to be based on the basis of scientific method and authority. It is a matter of fact that the present course of investigation is to be based on the basis of scientific method and authority.

5. The present course of investigation is to be based on the basis of scientific method and authority. It is a matter of fact that the present course of investigation is to be based on the basis of scientific method and authority.

6. The present course of investigation is to be based on the basis of scientific method and authority. It is a matter of fact that the present course of investigation is to be based on the basis of scientific method and authority.

always work well, but not in all cases. ^{60/}

The steps presented by R. G. Davis for improving morale are actually steps for handling grievances, except that no step is listed for making the complaint.

1. Investigation, before or after a complaint.
2. Determination of clashes.
3. Conferences on those conflicts.
4. Adjustment.
5. Indoctrination in the adjustment made.
6. The development of focal points of common interests.
7. Morale maintenance. ^{61/}

Check-list techniques #23, 34, 43, and 45 mention these principles.

Nine requisits to good morale have been presented by Walker. ^{62/}

Briefly, they are listed below with references to motivation.

^{60/} E. L. Munson, Jr., Leadership for American Army Leaders (The Infantry Journal, Washington, 1944), pp. 51-54, pp. 76-78. Munson presents the usual methods of handling complaints in the services. See also National Research Council, Psychology for the Fighting Man (Infantry Journal-Penguin Books, Washington, 1943), pp. 311 f.

^{61/} Davis, op. cit., p. 505.

^{62/} Harvey Walker, Public Administration in the United States (Farrar and Rinehart, Inc., New York, 1937) pp. 191 ff.

✓

always with well, and in all cases.

The steps followed by A. D. Davis for improving results are actually steps for handling customers, which are as follows:

1. Investigation before or after a complaint.
2. Determination of charges.
3. Confirmation of those charges.
4. Adjustment.
5. Investigation in the adjustment work.
6. The development of legal action in some instances.
7. Results achieved.
8. Case-file maintained for 60, 90, and 12 months from date of adjustment.

✓

Also facilities to send notes have been provided by letter.

✓

Results show the legal action with reference to satisfaction

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A. D. Davis, Jr., President of the American Automobile Association (The National Council, 1924-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 190-191, 192-193, 194-195, 196-197, 198-199, 200-201, 202-203, 204-205, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 218-219, 220-221, 222-223, 224-225, 226-227, 228-229, 230-231, 232-233, 234-235, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251, 252-253, 254-255, 256-257, 258-259, 260-261, 262-263, 264-265, 266-267, 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283, 284-285, 286-287, 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305, 306-307, 308-309, 310-311, 312-313, 314-315, 316-317, 318-319, 320-321, 322-323, 324-325, 326-327, 328-329, 330-331, 332-333, 334-335, 336-337, 338-339, 340-341, 342-343, 344-345, 346-347, 348-349, 350-351, 352-353, 354-355, 356-357, 358-359, 360-361, 362-363, 364-365, 366-367, 368-369, 370-371, 372-373, 374-375, 376-377, 378-379, 380-381, 382-383, 384-385, 386-387, 388-389, 390-391, 392-393, 394-395, 396-397, 398-399, 400-401, 402-403, 404-405, 406-407, 408-409, 410-411, 412-413, 414-415, 416-417, 418-419, 420-421, 422-423, 424-425, 426-427, 428-429, 430-431, 432-433, 434-435, 436-437, 438-439, 440-441, 442-443, 444-445, 446-447, 448-449, 450-451, 452-453, 454-455, 456-457, 458-459, 460-461, 462-463, 464-465, 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688-689, 690-691, 692-693, 694-695, 696-697, 698-699, 700-701, 702-703, 704-705, 706-707, 708-709, 710-711, 712-713, 714-715, 716-717, 718-719, 720-721, 722-723, 724-725, 726-727, 728-729, 730-731, 732-733, 734-735, 736-737, 738-739, 740-741, 742-743, 744-745, 746-747, 748-749, 750-751, 752-753, 754-755, 756-757, 758-759, 760-761, 762-763, 764-765, 766-767, 768-769, 770-771, 772-773, 774-775, 776-777, 778-779, 780-781, 782-783, 784-785, 786-787, 788-789, 790-791, 792-793, 794-795, 796-797, 798-799, 800-801, 802-803, 804-805, 806-807, 808-809, 810-811, 812-813, 814-815, 816-817, 818-819, 820-821, 822-823, 824-825, 826-827, 828-829, 830-831, 832-833, 834-835, 836-837, 838-839, 840-841, 842-843, 844-845, 846-847, 848-849, 850-851, 852-853, 854-855, 856-857, 858-859, 860-861, 862-863, 864-865, 866-867, 868-869, 870-871, 872-873, 874-875, 876-877, 878-879, 880-881, 882-883, 884-885, 886-887, 888-889, 890-891, 892-893, 894-895, 896-897, 898-899, 900-901, 902-903, 904-905, 906-907, 908-909, 910-911, 912-913, 914-915, 916-917, 918-919, 920-921, 922-923, 924-925, 926-927, 928-929, 930-931, 932-933, 934-935, 936-937, 938-939, 940-941, 942-943, 944-945, 946-947, 948-949, 950-951, 952-953, 954-955, 956-957, 958-959, 960-961, 962-963, 964-965, 966-967, 968-969, 970-971, 972-973, 974-975, 976-977, 978-979, 980-981, 982-983, 984-985, 986-987, 988-989, 990-991, 992-993, 994-995, 996-997, 998-999, 1000-1001, 1002-1003, 1004-1005, 1006-1007, 1008-1009, 1010-1011, 1012-1013, 1014-1015, 1016-1017, 1018-1019, 1020-1021, 1022-1023, 1024-1025, 1026-1027, 1028-1029, 1030-1031, 1032-1033, 1034-1035, 1036-1037, 1038-1039, 1040-1041, 1042-1043, 1044-1045, 1046-1047, 1048-1049, 1050-1051, 1052-1053, 1054-1055, 1056-1057, 1058-1059, 1060-1061, 1062-1063, 1064-1065, 1066-1067, 1068-1069, 1070-1071, 1072-1073, 1074-1075, 1076-1077, 1078-1079, 1080-1081, 1082-1083, 1084-1085, 1086-1087, 1088-1089, 1090-1091, 1092-1093, 1094-1095, 1096-1097, 1098-1099, 1100-1101, 1102-1103, 1104-1105, 1106-1107, 1108-1109, 1110-1111, 1112-1113, 1114-1115, 1116-1117, 1118-1119, 1120-1121, 1122-1123, 1124-1125, 1126-1127, 1128-1129, 1130-1131, 1132-1133, 1134-1135, 1136-1137, 1138-1139, 1140-1141, 1142-1143, 1144-1145, 1146-1147, 1148-1149, 1150-1151, 1152-1153, 1154-1155, 1156-1157, 1158-1159, 1160-1161, 1162-1163, 1164-1165, 1166-1167, 1168-1169, 1170-1171, 1172-1173, 1174-1175, 1176-1177, 1178-1179, 1180-1181, 1182-1183, 1184-1185, 1186-1187, 1188-1189, 1190-1191, 1192-1193, 1194-1195, 1196-1197, 1198-1199, 1200-1201, 1202-1203, 1204-1205, 1206-1207, 1208-1209, 1210-1211, 1212-1213, 1214-1215, 1216-1217, 1218-1219, 1220-1221, 1222-1223, 1224-1225, 1226-1227, 1228-1229, 1230-1231, 1232-1233, 1234-1235, 1236-1237, 1238-1239, 1240-1241, 1242-1243, 1244-1245, 1246-1247, 1248-1249, 1250-1251, 1252-1253, 1254-1255, 1256-1257, 1258-1259, 1260-1261, 1262-1263, 1264-1265, 1266-1267, 1268-1269, 1270-1271, 1272-1273, 1274-1275, 1276-1277, 1278-1279, 1280-1281, 1282-1283, 1284-1285, 1286-1287, 1288-1289, 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2018-2019, 2020-2021, 2022-2023, 2024-2025, 2026-2027, 2028-2029, 2030-2031, 2032-2033, 2034-2035, 2036-2037, 2038-2039, 2040-2041, 2042-2043, 2044-2045, 2046-2047, 2048-2049, 2050-2051, 2052-2053, 2054-2055, 2056-2057, 2058-2059, 2060-2061, 2062-2063, 2064-2065, 2066-2067, 2068-2069, 2070-2071, 2072-2073, 2074-2075, 2076-2077, 2078-2079, 2080-2081, 2082-2083, 2084-2085, 2086-2087, 2088-2089, 2090-2091, 2092-2093, 2094-2095, 2096-2097, 2098-2099, 2100-2101, 2102-2103, 2104-2105, 2106-2107, 2108-2109, 2110-2111, 2112-2113, 2114-2115, 2116-2117, 2118-2119, 2120-2121, 2122-2123, 2124-2125, 2126-2127, 2128-2129, 2130-2131, 2132-2133, 2134-2135, 2136-2137, 2138-2139, 2140-2141, 2142-2143, 2144-2145, 2146-2147, 2148-2149, 2150-2151, 2152-2153, 2154-2155, 2156-2157, 2158-2159, 2160-2161, 2162-2163, 2164-2165, 2166-2167, 2168-2169, 2170-2171, 2172-2173, 2174-2175, 2176-2177, 2178-2179, 2180-2181, 2182-2183, 2184-2185, 2186-2187, 2188-2189, 2190-2191, 2192-2193, 2194-2195, 2196-2197, 2198-2199, 2200-2201, 2202-2203, 2204-2205, 2206-2207, 2208-2209, 2210-2211, 2212-2213, 2214-2215, 2216-2217, 2218-2219, 2220-2221, 2222-2223, 2224-2225, 2226-2227, 2228-2229, 2230-2231, 2232-2233, 2234-2235, 2236-2237, 2238-2239, 2240-2241, 2242-2243, 2244-2245, 2246-2247, 2248-2249, 2250-2251, 2252-2253, 2254-2255, 2256-2257, 2258-2259, 2260-2261, 2262-2263, 2264-2265, 2266-2267, 2268-2269, 2270-2271, 2272-2273, 2274-2275, 2276-2277, 2278-2279, 2280-2281, 2282-2283, 2284-2285, 2286-2287, 2288-2289, 2290-2291, 2292-2293, 2294-2295, 2296-2297, 2298-2299, 2300-2301, 2302-2303, 2304-2305, 2306-2307, 2308-2309, 2310-2311, 2312-2313, 2314-2315, 2316-2317, 2318-2319, 2320-2321, 2322-2323, 2324-2325, 2326-2327, 2328-2329, 2330-2331, 2332-2333, 2334-2335, 2336-2337, 2338-2339, 2340-2341, 2342-2343, 2344-2345, 2346-2347, 2348-2349, 2350-2351, 2352-2353, 2354-2355, 2356-2357, 2358-2359, 2360-2361, 2362-2363, 2364-2365, 2366-2367, 2368-2369, 2370-2371, 2372-2373, 2374-2375, 2376-2377, 2378-2379, 2380-2381, 2382-2383, 2384-2385, 2386-2387, 2388-2389, 2390-2391, 2392-2393, 2

techniques in which the principles are mentioned:

1. Fairness #39
2. Leadership #all
3. Equal pay for equal work. #54
4. A scheme to measure individual efficiency. #37, 38
5. Career security #41, 42
6. Recognition - previously listed.
7. A fair and adequate retirement system.
8. A well rounded social program. #2, 5, 23.
9. Organization of employees.

Walker's principle concerning a scheme to measure individual efficiency deserves more mention. Alford and Bangs claim that "incentives can be applied successfully wherever there are established tasks; conversely, no incentives can be applied successfully where there are no established tasks." Improvement in methods, tools, and motions that comes during the establishment of correct tasks makes possible an improvement in labor efficiency, but it is the incentive that releases human energy and cooperation. ^{63/}

The foregoing is true for several reasons. Almost any goal clarifies the man's purpose and increases production.

63/ L. P. Alford and J. R. Bangs (eds.) Production Management book (The Ronald Press Co., New York, 1944), p. 1177.

64/ L. P. Alford, "Responsibility and Motivation," Journal of Management Research (1948), Vol. 14, pp. 200-211.

Centralized in which the individual and social

1. *Individualism*

2. *Individualism*

3. *Individualism*

4. *Individualism*

5. *Individualism*

6. *Individualism*

7. *Individualism*

8. *Individualism*

9. *Individualism*

10. *Individualism*

11. *Individualism*

12. *Individualism*

13. *Individualism*

14. *Individualism*

15. *Individualism*

16. *Individualism*

17. *Individualism*

18. *Individualism*

19. *Individualism*

20. *Individualism*

21. *Individualism*

It also measures his progress, allows him to know what is desired or considered satisfactory performance, and it makes possible forms of competition.

Alford and Bangs present as one, good, non-financial incentive, a system of individual production records. These may include data on any or all of quantity produced, quality, economy, the ideal, the best ever achieved, and the best the individual has ever achieved. Such records may be posted.^{64/} Many industries have got remarkable incentive results from merely passing around a symbol of some sort, placing it in the department which for the last week or period ranked first on the basis of the above records.

Some men need harder jobs.^{65/} The best incentive to the employee to be productive is to be placed upon a job in which he can succeed, and in which his success will receive appropriate recognition.^{66/} But if the level of the goal is set too high it tends to reduce motivation.^{67/} These points are mentioned in technique #14.

^{64/} Alford and Bangs, op. cit., p. 1248. See also the chapter "Measures of Performance", p. 1392 ff.

^{65/} Cameron and Ross, op. cit., p. 20

^{66/} Army Service Forces Manual M212 Civilian Personnel Officer's Handbook (Army Service Forces, April 1945), p. 40.

^{67/} R. R. Sears, "Personality and Motivation," Review of Education Research (1944), Vol. 14, pp. 363-380.

It also mentions his progress, which has been very
 limited or somewhat satisfactory progress, and it
 makes possible some of comparison.

Alford has made progress in some points, non-financial
 incentive, a system of individual production records, these
 may include data on all of quantity produced, quality,
 economy, the time, the cost per unit, and the cost
 the individual has ever achieved. Such progress may be
 noted. Many incentives have not been made incentive in-
 centives from merely paying around a system of pay rate,
 placing it in the incentive which for the first time in
 period tested first on the basis of the above incentive.
 Some new need for the incentive. The best incentive to the
 employee to be incentive is to be placed upon a job in which
 he can succeed, and in which his success will produce some-
 thing incentive. But if the level of the goal is not
 too high it tends to reduce incentive. These points are
 mentioned in incentive list.

Alford and Brown, *ibid.*, p. 150, and also the same
 for incentive of incentive, p. 150.

Alford and Brown, *ibid.*, p. 150.

Alford and Brown, *ibid.*, p. 150, and also the same
 for incentive of incentive, p. 150.

Alford and Brown, *ibid.*, p. 150, and also the same
 for incentive of incentive, p. 150.

A conclusion drawn by Young was that "The adjustment of an individual to his task involves a variety of interrelated factors, a number of which have been studied experimentally. Among these are the subject's understanding of the nature of his task, his method of working, the visual and other sensual guidance which he may utilize in carrying out an activity, his preparatory set as established by the quantity of the work initially presented, a knowledge of the results of his work, and a group of factors which go to make up what is commonly called "attitude", such as enthusiasm, interest, and self-reliance." Some of these ideas have not been discussed previously in this chapter. They are included in check-list techniques #14, 36, 42-44, 46 and 54. Young later enlarges one of the above points by saying that the experiences of success and failure depend largely upon one's goal or level of aspiration. Success or failure feelings are relative to individual ability.^{68/}

Competition is in itself an effective incentive. The Navy has always used many competitive drills and exercises to stimulate learning and interest. Individual competition is superior often to group competition. This occurs because each individual is stimulated, not only key personnel

^{68/} Young, op. cit., p. 260 f. and p. 332.

A condition known by many as "the adjustment of
an individual to his task involves a variety of individualized
factors, a number of which have been studied experimentally.

Among these are the subject's understanding of the nature

of his task, the nature of working, the visual and other

external conditions which he may utilize in carrying out his

activity, his personality and its relationship to the working

of the work initially presented, a knowledge of the results

of his work, and a group of factors which he is able to call

is commonly called "attitude," even an automatic, automatic,

and self-reliance. Some of these factors have been dis-

cussed previously in this chapter. They are included in

such-like techniques as, for example, the use of the

later subject one of the above factors by which the

experience of success and failure depend largely upon the

goal or level of aspiration. Success or failure depends

on relative to individual ability.

Competition is in itself an effective incentive. The

very fact of being with one's competitors while and sometimes

in relation to learning and learning. Individual competition

is superior often to group competition. This means that

even when individual is "grouped," not only the individual

on the team. It is preferable to use a system in which each man can win by beating a record, rather than a system in which one man wins and all the rest lose. ^{69/}

If a leader desires a man to produce efficiently, he must be given sufficient authority to do the job and he must be given necessary assistance when requested. ^{70/} But, more than that, any assistance which can be given a man usually can be considered ^a motivational device. It should improve efficiency in some way to so qualify. This can be in the form of training, increased knowledge, a better understanding, a better method, or a better tool. See technique #40.

Work simplification developed during World War II at an accelerated rate. It is not new, but it is of proven value in industrial jobs and might well be applied to Navy jobs. Some Naval personnel may not be especially pushed to complete the assigned work, but some yeomen, gunners, shipfitters, and others never seem to get their work done. Certainly, help is in order. ^{71/}

Some of the work simplification techniques are:

^{69/} Mowech, op. cit., p. 270.

^{70/} Davis, op. cit., p. 71 ff.

^{71/} Fite, H. H. "Training Supervisors in Management Analysis", Public Personnel Review (April 1945) Vol. 6, No. 2, p. 92 ff. Also see: John J. Kennedy and F. J. Waldenfelds, "The Responsibility Distribution Chart: A Classification and Administrative Analysis Tool", Public Personnel Review, (Oct., 1943), Vol. 4, No. 4., pp. 254-259.

one man who had all the good jobs.
man was also by beating a woman, telling him a system in which
on the floor. It is impossible to see a system in which all

[illegible]

any number of individual life size sets can be used

1994-1995

1943) (p. 100-101).
Ministerio de Fomento, 1943
 Nacionalidad (p. 100-101).
 (p. 100-101).
 (p. 100-101).

1. The work distribution chart.
2. The process chart.
3. The work count.
4. Better scheduling charts.
5. Job analysis.
6. The responsibility distribution charts.

These items are mentioned in techniques #46 and 54.

Scientific personnel management is a phrase which usually refers to one of the following three efforts:

1. The methods used in selecting men for specific jobs.
2. The methods used for rating and promoting men.
3. The recording of pertinent data in order to provide a reliable and accessible report on each man. ^{72/}

Selection tends to avoid the problem of improving each man, at least it is a negative approach to motivation. The potentialities of well applied motivation techniques are emphasized in the following quotation from Horchow. ^{73/} "If there is one significant fact which has come out of this

^{72/} Pennington, et al., op. cit., p. 159. For general information on these phases see Viteles, M. S., Industrial Psychology (W. W. Norton & Co., 1942), Passim.

^{73/} R. Horchow, "Military Personnel Administration: The United State's Army", Public Personnel Review, (April, 1943), Vol. 4, No. 2, p. 106.

1. The first distribution of the

2. The second distribution of the

3. The third distribution of the

4. The fourth distribution of the

5. The fifth distribution of the

6. The sixth distribution of the

These figures are given in Table 1 and 2.

The following is a summary of the results of the

Table 1 and 2 of the following table.

1. The results of the following table are for the first

2. The results of the following table are for the second

3. The results of the following table are for the third

4. The results of the following table are for the fourth

5. The results of the following table are for the fifth

6. The results of the following table are for the sixth

7. The results of the following table are for the seventh

8. The results of the following table are for the eighth

9. The results of the following table are for the ninth

10. The results of the following table are for the tenth

11. The results of the following table are for the eleventh

12. The results of the following table are for the twelfth

13. The results of the following table are for the thirteenth

14. The results of the following table are for the fourteenth

15. The results of the following table are for the fifteenth

Army job of placement, it is the affirmation of the almost limitless flexibility and adaptability of the human being."

"This and the amazing picture of the release of human capacity held in bounds in civilian life by the narrow confines of a job or a chance acquired skill, should be seriously pondered by our civilian personnel administrators."

The Navy has long had standard procedures for aiding bluejackets in obtaining financial aid. Experience has shown that it has been of great value.^{74/} The Navy pay scale is graduated reasonably well for incentive purposes, but alone it often fails to induce a man to accept more responsibility. The effect of financial incentives is an immediate increase in output, but the effect soon wears off after a promotion. Gain incentive works best if kept temporary, especially if immediately prior to holidays.^{75/} Industry is well agreed that the value of an incentive bonus is soon lost unless it is maintained temporary in the mind of the

^{74/} Small sums are loaned from the ship's Welfare Fund. When greater amounts are needed, officers help bluejackets to obtain loans from the Navy Relief Society. Because of the Navy Relief policy of restricting loans to specific types of needs, those of many men are not satisfied. See Lincoln Clark, "A credit Union as a Part of a Personnel Program", Public Personnel Review (October, 1943), Vol. 4, No. 4, pp. 219-229. Clark surveys the field and presents figures tending to prove the credit union of great value.

^{75/} Cameron and Ross, op. cit., p. 45.

any job of management, it is the obligation of the manager
 to maintain flexibility and adaptability of the management.
 This was the main object of the release of the
 company and it is shown in division life by the various com-
 pany of a job as a business department which should be the
 main responsibility of the division personnel organization.
 The main has long been a standard procedure for the
 management is obtaining the management and the management
 shows that it has been of great value. The main job which
 is entrusted especially well for the management purposes, the
 alone it often fails to obtain a new in many cases which
 ability. The effect of the management is an in-
 crease in income in which, but the effect even seems to be
 a reduction. Only the management which is the management
 especially in the management which is the management
 will appear that the value of the management is now
 lost unless it is obtained especially in the case of the

the main has long been a standard procedure for the
 management is obtaining the management and the management
 shows that it has been of great value. The main job which
 is entrusted especially well for the management purposes, the
 alone it often fails to obtain a new in many cases which
 ability. The effect of the management is an in-
 crease in income in which, but the effect even seems to be
 a reduction. Only the management which is the management
 especially in the management which is the management
 will appear that the value of the management is now
 lost unless it is obtained especially in the case of the

of the individual. It has proved much more successful if bonus pay is given as a separate check, something obviously extra.^{76/} This principle would seem applicable to the Navy. Special pay is awarded in the Navy for special duties and for excellence in arms.^{77/} The increase, usually \$5.00, is lost in the regular pay. The principle from industry would seem to indicate that more incentive value would be obtained by the Navy if a plan were adopted of separating the special money, possibly by distributing monthly standard \$5.00 checks. The facts of this paragraph are expressed in motivation techniques #24, and 27.

Zubin's experiment with children in the classroom sheds some evidence on the value of rewards. A reward was offered for speed in simple mental functions. The actual prize was not named but was made to sound desirable. All but 6% of the children increased in speed. There was slight difference between grades, but there was a slight trend for the increase to be greater in higher grades, and the variation in speed between individuals was consistently smaller under incentive conditions than under non-incentive conditions.^{78/}

^{76/} Davis, op. cit., p. 527.

^{77/} United States Navy, Bureau of Naval Personnel Manual, Article D5312, "Qualifications for Extra Compensation for Use of Arms," p. 175.

^{78/} Joseph Zubin, Some Effects of Incentives, (Columbia University, Teachers College Bureau of Publications, New York, 1932), *passim*.

Pennington presents three rules which he says must be used if a reward system is to apply effectively. In brief, these are: ^{79/}

1. The recognition should be appropriate to the deed.
2. The reward must be desired by the men -- in instructional situations a reward is prized only when the men's desires for it relate to (a) getting approval from their officers and fellow soldiers, (b) recognition and prestige of the squad or the individual, (c) spare time and recreation, (d) merits and marks.
3. The reward must be impartially awarded.

Technique #24 in the check-list suggests the use of rewards.

It is said that if a man is to accept responsibility he will do so for one or more reasons. He may like the prestige it gives, the feeling of achievement, the increased pay, the freedom, or the increased privileges. The questions are: "What?" and "How much?" will induce him to accept responsibility. The Russians have found it necessary to compensate plant managers and executives with special privileges in addition to salaries, such as special houses, furnishings, vacations

^{79/} Pennington, et. al., op. cit., p. 70.

at better class hotels, and ability to buy special goods at special stores. ^{80/} Many opinions and cases quite well establish it as a fact that financial incentives are not enough.

Motivation must be on the basis of a need or an active want. ^{81/} A manager often fools himself when he "guesses" he

knows what the men want. Whenever the importance of a problem as the boss sees it is compared to the importance as the employee sees it, the difference is large. ^{82/} Man's

desires are essentially personal. He must be treated as an individual. One cannot expect a man to sacrifice some possession, freedom, or value, unless he expects in some way to be compensated. ^{83/} Rewards are useful to motivate

^{80/} W. J. Wample, "What is the Right Incentive for Supervision?" Incentives for Management and Workers, Production Series, No. 161. (American Management Association, 1945), pp. 3-10.

^{81/} Ralph M. Hogan and Fern L. Hall, "Making Effective Training Plans", Personnel Administration, (November, 1943), Vol. 6, No. 3, pp. 20-23.

^{82/} See Eugene J. Benge, How to Make a Morale Survey, (National Foremen's Institute Inc., Deep River, Conn., N.Y. & Chicago, 1941), p. 24. Also see A. Kolstad, "Employee Attitude in a Department Store", Journal of Applied Psychology (October 1938), Vol. XXII, No. 5, pp. 460-479.

^{83/} Davis, op. cit., pp. 503 f., 538 f., and 101.

of better class hotels, and ability to pay travel costs
 at special rates. ²⁵ They wish to see more hotels
 established in the West than the present situation is
 enough.

Hoteliers want to see the hotel of the future
 built. ²⁵ A manager of the Hotel Lincoln in New York
 knows what the hotel of the future is. He says it is
 a hotel where the guest is treated as an individual.
 Problem of the hotel of the future is the importance
 as the manager sees it, the difference in large hotels
 and the smaller ones. He says the hotel of the future
 should be a hotel where the guest is treated as an
 individual. The hotel of the future is a hotel where
 the guest is treated as an individual. He says the hotel
 of the future is a hotel where the guest is treated as
 an individual. He says the hotel of the future is a
 hotel where the guest is treated as an individual.

²⁵ N. A. Smith, "What is the Hotel of the Future?"
 "The Hotel of the Future" is a book by N. A. Smith,
 published by the Hotel of the Future Association,
 1921, pp. 1-10.

²⁵ Ralph M. Smith, "The Hotel of the Future,"
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²⁵ "The Hotel of the Future" is a book by Ralph M. Smith,
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 1921, pp. 1-10.

²⁵ "The Hotel of the Future" is a book by Ralph M. Smith,
 published by the Hotel of the Future Association,
 1921, pp. 1-10.

men, but they can take many forms, wealth, self-preservation, power, sentiments, tastes, etc., depending on the individual concerned. ^{84/}

A very fine classification of industrial incentives by Dennison Manufacturing Co., is presented in tabular form by Alford and Bangs. ^{85/} Some of the principles presented therein are included here.

1. Individual application of incentives tends to produce strong but non-cooperative motivation. Group application on the other hand yields weaker but cooperative motivation.

2. A high rate of pay with a low bonus rate compared with the reverse is in general less strong as a motivating device toward the task but it facilitates hiring.

3. A financial bonus incentive tends to be considered as part of the regular pay when it is constant. It is then a relatively weak incentive. On the other hand, a fluctuating incentive is discouraging to some men.

A useful part of these three principles is included in the check-list, technique #58.

Positive motivation is morale building. Negative motive by the use of fear, punishment, force, and threats is not

^{84/} Higgins, loc. cit., Chapter III.

^{85/} Alford and Bangs, op. cit., figure 36, p. 1229.

and, but they are not to be taken as self-justification,
 power, authority, justice, etc., depending on the individual
 character.

A very fine classification of individual motives by
 Benjamin Hammon (1870) is presented in Table I, and
 by Alfred and Brown, some of the principles governing them
 in the individual mind.

1. Individual application of individual needs to per-
 sonal needs and non-cooperative motives, which will
 result in the other hand being better than cooperative
 motives.

2. A high rate of pay with a low income rate compared
 with the reverse is in general less strong as a motive
 than toward the rate of interest being.

3. A limited number of motives tends to be combined
 as part of the system but when it is complete, it is then
 a relatively weak motive. On the other hand, a limited
 and exclusive is strengthened by itself.

A useful part of these three principles is included
 in the table, Table I.

4. Active motives are more reliable, passive motives
 by the use of force, punishment, threat, and reward is not

by Hammon, loc. cit., Chapter III.

by Alfred and Brown, loc. cit., Table No. 1, 1880.

86/
 morale building. A part of the secret instructions of Frederick the Great to his generals shows an example of negative motivation:

The strictest care and the most unremitting attention are required of the commanding officers in the formation of my troops. The most exact discipline is ever to be maintained, and the greatest regard paid to their welfare; they ought also to be better fed than almost any troops in Europe.

Our regiments are composed of half our own people and half foreigners who enlist for the money; the latter only wait for a favorable opportunity to quit a service to which they have no particular attachment. The prevention of desertion therefore becomes an object of importance.

#####

Though my country be well peopled, it is doubted if many men are to be met with of the height of my soldiers: and supposing even that there was no want of them, could they be disciplined in an instant?

It, therefore, becomes one of the most essential duties of generals who command armies or detachments, to prevent desertion. This is to be effected:

1st. By not camping too near a wood or forest, unless sufficient reason requires it.

2nd. By calling the roll frequently every day.

3rd. By often sending out patrols of hussars, to scour the country about the camp.

4th. By placing chasseurs in the corn by night, and doubling the cavalry posts at dusk to strengthen the chain.

entire building, a part of the ground immediately

bordering the street to the opposite side of the

negative collection

The subject now was the most interesting story-
line as revealed by the community otherwise in the
middle of my house. The door was slightly
open to be admitted, and the greatest regard paid
to their safety; they could also be better for
their safety and peace in the house.

The subject was now the most interesting story-
line as revealed by the community otherwise in the
middle of my house. The door was slightly
open to be admitted, and the greatest regard paid
to their safety; they could also be better for
their safety and peace in the house.

THE SUBJECT

Through my study as well as through the
it must now be to be with the help of my
colleagues and supporters even the same as in
of these could they be distinguished in an industry

It, therefore, becomes one of the most interesting
pages of history and the most recent of the
to recent generation. This is to be expected.

Let it not surprise you when a word is heard of
colleagues and supporters even the same as in

Let it not surprise you when a word is heard of

Let it not surprise you when a word is heard of

Let it not surprise you when a word is heard of

5th. By not allowing the soldiers to wander about, and taking care that each troop be led regularly to water and forage by an officer.

6th. By punishing all marauding with severity, as it gives rise to every species of disorder and irregularity.

7th. By not drawing in the guards, who are placed in the villages on a marching day, until the troops are under arms.

8th. By forbidding, under the strictest injunctions, that any soldier on a march quit his rank or division.

9th. By avoiding night marches, unless obliged by necessity.

10th. By pushing forward patrols of hussars to the right and left, whilst the infantry are passing through a wood.

11th. By placing officers at each end of a defile, to oblige the soldiers to fall into their proper places.

12th. By concealing from the soldier any retrograde movement which you may be obliged to make, or giving some specious, flattering pretext for so doing.

13th. By paying great attention to the regular issue of necessary subsistence, and taking care that the troops be furnished with bread, flesh, beer, brandy, etc.

14th. By searching the cause of the evil, when desertion shall have crept into a regiment or company, enquiring if the soldier has received his bounty and other customary indulgences, and if there has been no misconduct on the part of the captain. No relaxation of discipline is however on any account to be permitted. 87/

87/ Friedrich II der Grosse (Foster Translation), Military Instructions from the Late King of Prussia to his Generals, (J. Crutwell, Sherborne, 1997), p. 1. Also quoted in Pennington, et al., op. cit., p. 130.

10-10-50

It is suggested that attention be paid to the following points:

VIII.

To our friends in the North, who are always so
kind all over us - especially you, dear Mr. May

1. The first of these is the fact that the Commission has not yet received any information from the Government of the United States regarding the results of its investigation of the activities of the American Friends Service Committee in the Philippines.

Page 10

10. By showing forward progress of members to the right and left, which the industry are making through a year.

1111. By showing evidence to show that a certain
 1112. office was established in 1811 and that

1. The first group consists of the following persons:

1. The first of these is the fact that the
2. second of these is the fact that the
3. third of these is the fact that the
4. fourth of these is the fact that the
5. fifth of these is the fact that the
6. sixth of these is the fact that the
7. seventh of these is the fact that the
8. eighth of these is the fact that the
9. ninth of these is the fact that the
10. tenth of these is the fact that the

1. General Information
2. Project Description
3. Objectives
4. Methodology
5. Results
6. Conclusions
7. References
8. Appendices
9. Index
10. Summary

All writers on military leadership emphasize the need for discipline to be developed, in order that obedience may be satisfactory, particularly under the stress of battle. The term "discipline" has changed throughout the years. Each writer defines discipline to suit himself. Discipline is now considered to be desirable, necessary, good, or bad, depending on the interpretation of its meaning. There are six dictionary meanings for the word discipline:

1. Obs. Teaching; instruction.
2. That which is taught to pupils.
3. Training which corrects, molds, strengthens, or perfects.
4. Punishment; chastisement.
5. Control gained by enforcing obedience or order, as in a school or army; hence, orderly conduct; as troops noted for their discipline.
6. Rule or system of rules affecting conduct or action. 89/

Military leaders are generally thinking of definitions #3 and #4, and the last half of definition #5. Item #4 is included by most military writers as an undesirable form of negative motivation which should be minimized. 89/

89/ Webster's New International Dictionary (G & C Merriam Co., Springfield, Mass., 1934), 2nd Ed., p. 743.

89/ See such as Pennington, et. al. op. cit., pp. 127-157, & 224.

All writers on military leadership emphasize the need for discipline to be developed, in order that obedience may be satisfactory, particularly under the stress of battle. The term "discipline" has changed throughout the years. Early writers defined discipline to suit themselves. Discipline is now considered to be the quality, necessary, even, to that of leading on the organization of the company. There are six disciplinary measures for the word discipline:

1. One, Training in formation.
2. That which is taught to pupils.
3. Training which suppresses selfishness, or passions.
4. Treatment; chastisement.
5. Control; restraint; or restriction.
6. Habit or system of rules; observance or order, as in a school or army; hence, orderly conduct; as troops kept in their discipline.
7. Rule or system of rules; observance or order.

William's leaders are generally divided into three classes:

1. The first class of leaders are those who are indicated by most military writers as an idealistic form of negative motivation which should be avoided.

2. The second class of leaders are those who are indicated by most military writers as an idealistic form of negative motivation which should be avoided.

3. The third class of leaders are those who are indicated by most military writers as an idealistic form of negative motivation which should be avoided.

Writers on industrial management often attempt to prove that discipline is not necessary, because more democratic methods, in many examples have produced better morale, have increased production, and have improved efficiency. Some of these more democratic methods are the systems of discipline by consent, labor-management conferences, consultive supervision, participation by labor in the management function, labor unions, etc.

Citizens in general and the public schools seem to deplore military discipline, because it is their ideal that each person be developed as an individual, that freedom as contrasted to discipline develops better men. Quotations are often produced to show that the American man is the best fighting man in the world because he has more initiative, more understanding, and more ability to meet each situation successfully. All this is produced to prove that the traditional military discipline is unnecessary.

Industrial managers usually think of discipline in terms of definition #4, the punishments usually taking the form of penalties, fines, reprimands, and discharges, yet, there is usually a statement to the effect that such discipline is a last resort and not desirable. There is talk and some practice of a system of "discipline by consent."^{90/}

^{90/} See Scott, Clothier, Mathewson, and Spriegel, op. cit., p. 290.

There is no industrial management other than to have
 that discipline is not necessary, because some management
 methods in many respects have produced better results than
 industrial production, and have improved efficiency. Some
 of these and domestic methods are the systems of class-
 icality, however, labor-management relations, efficiency
 organization, production of labor in the management of
 the, labor unions, etc.

Discipline is known to the public as a rule to be
 given military discipline, because it is their first idea
 and seems to be applied as an industrial, that is, to
 be confined to discipline having better results. Discipline
 are often regarded as being that the discipline was in the
 best fighting was in the world because of his own initial
 five, more noteworthy, and more ability to meet such sit-
 uation necessarily. All this is intended to prove that the
 traditional military discipline is unnecessary.

Industrial management usually takes of discipline in
 form of definition 44. The principle is usually taken the
 form of control, that, discipline, and discipline, that
 there is really a discipline in the sense that it is
 discipline is a last resort and not desirable. There is but
 one discipline of a system of discipline by means.

Critics of the Army and Navy generally think of military discipline in terms of definitions #4 and the first half of #5.

Military leaders usually cite some example to prove the need for discipline: General Sherman wrote as follows concerning the First Battle of Bull Run:

We had good organization, good men, but no cohesion (no common bond in a situation of rush and distress), no real discipline, no respect for authority, no real knowledge of war. Both were fairly defeated, and whichever had stood fast the other would have run." 91/

There are many such quotations and examples available scattered from earliest history to the present day. There can be no doubt that military efficiency depends in no small part upon how well the officers and men get along together in the achievement of their common goal. Any degree of maladjustment, therefore, is sure to lessen the blue-jacket's effectiveness as well as that of his shipmates. 92/

There seems to be little real disagreement between the military leader of today, the industrial leaders, the educators of the nation, and the U. S. citizens concerning what

91/ Pennington, et al., op. cit., p. 132.

92/ Pennington, et. al., op. cit., p. 189.

Specialties in terms of education to the first half
Division of the Army and Navy Department of Military

... William Jackson usually sits next to me in the
the need for a significant amount of time in the
... the need for a significant amount of time in the

1. The first group of people who were involved in the development of the program were the students of the University of California, Berkeley, who were interested in the study of the history of the United States. They were interested in the study of the history of the United States because they were interested in the study of the history of the United States.

There are many other people and companies available
interested in the business of the present day. They
can be no doubt that efficient attorneys are in
small numbers and will be efficient and can be found

There is no doubt that the above information was obtained from the files of the FBI.

There seems to be little real disagreement between the military leaders of today, the industrial leaders, the owners of the nation, and the U. S. citizens concerning the

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state of discipline is desirable. The only differences concern definitions and beliefs concerning military discipline. Following are a few conclusions which are acceptable to all persons, with few exceptions, or which are verified by facts:

1. Good discipline is a process of education and punishment is a last resort. ^{93/}
2. A well disciplined outfit needs little punishment.
3. Punishment is the negative aspect of discipline.
4. Mass punishment should be avoided. ^{94/}
5. United States citizens are liberty-loving and not as amenable to strict regimentation as some peoples.
6. Standardized procedures and methods are desirable to a great extent.
7. There are times when quick decisions from a central authority are necessary and they must be obeyed to achieve success.
8. In that discipline of the body means physical training and hardness of the physique or spirit, it is desirable.

^{93/} F. A. Magoun, "Principles of Disciplining", Personnel (November, 1945), Vol. 22, No. 3, pp. 161-170.

^{94/} F. A. Magoun, "Principles of Disciplining", Personnel (November, 1945), Vol. 22, No. 3, pp. 161-170.

state of discipline is desirable. The only alternative to
 such discipline and order is anarchy and chaos. It is
 therefore a fact of life that the maintenance of order
 requires the use of force, or at least the threat of force.

1. Good discipline is a system of rewards and
 punishments in a just sense.

2. A well disciplined unit needs little punishment.

3. Punishment is the negative aspect of discipline.

4. Good punishment should be swift.

5. Good punishment should be fair and just.

6. It is desirable to have a system of rewards and
 punishments.

7. Good discipline is a system of rewards and
 punishments.

8. Good discipline is a system of rewards and
 punishments.

9. Good discipline is a system of rewards and
 punishments.

10. Good discipline is a system of rewards and
 punishments.

11. Good discipline is a system of rewards and
 punishments.

12. Good discipline is a system of rewards and
 punishments.

13. Good discipline is a system of rewards and
 punishments.

14. Good discipline is a system of rewards and
 punishments.

15. Good discipline is a system of rewards and
 punishments.

16. Good discipline is a system of rewards and
 punishments.

17. Good discipline is a system of rewards and
 punishments.

9. When crimes are committed punishment is usually necessary.

10. The act must be punished rather than the man. ^{95/}

11. The nature of the punishment must be a logical out-growth of the act.

12. Punishment, when deserved, should be sure and immediate.

13. Punishment must be administered unemotionally.

14. Punishment must be within the limits allowed by regulations.

After surveying the various psychological experiments concerning reward and punishment he arrived at the conclusions that a person may be effectively motivated away from punishment which is disliked, or he may be effectively motivated toward reward which is a desired goal. Young found no conclusive evidence as to the relative, immediate effectiveness of the two. The difference between the two he pointed out lies in the attitude of the individual person, his desire for the reward and his dislike for the punishment. ^{96/}

^{95/} Pennington, et al., op. cit., p. 72.

^{96/} Young, op. cit., p. 314 f.

10. The effect of the punishment must be a logical

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The less desirable results stem from the fact that a negative attitude resulting from the punishment usually lasts and becomes a motive destructive to good morale. The general psychology of the above conclusions is included in techniques #55-57.

The Army Air Forces Aviation Psychology Program, after analyzing extensive data on Air Forces Officers and men, announced the conclusion that "evidence supports the hypothesis that the adequate stimulus for fear is an intense and highly motivated situation to which the individual has no adequate means of adjustment." ^{97/} Pennington said, concerning soldiers, "They retreat when they feel they are weaker than the enemy. They attack when they are stronger or when their leaders have made them feel that they are stronger." "In-action and suspense tend to cause men to get out of hand. The solution to this is to give them something to do that will require action and thought, or for the leader to do something that might inspire a feeling of security and confidence." ^{98/}

The factors that were found to have reduced fear were:

97/ Army Air Forces Aviation Psychology Program, Psychological Research on Problems of Redistribution, Report No. 14, (Government Printing Office, Washington 1946, Preliminary Draft, p. 186.

98/ Pennington, et. al., op. cit., p. 223. See also pp. 225-227, 231, and 234.

1. Confidence and morale
2. Effective activity
3. Social stimulation (seeing and talking with others, joking, et.)
4. Humor
5. Self control
6. Praying
7. Feeling lucky ^{99/}

These principles are included in techniques # 30 and

The story concerning the "Four Horsemen" of football fame was told by Knute Rockne. ^{100/} The story concerned an important Notre Dame game. It occurred during the year when publicity for the "Four Horsemen" had reached a point where Coach Rockne was concerned about the influence it had upon the team itself. When the game started, he put in the line-up the "Horsemen" with the second string line. They

^{99/} For an analysis of fear in combat see: Lessing A. Kahn, "A Discussion of Some Causes of Operational Fatigue in the Army Air Forces", Psychological Bulletin (January, 1947), Vol. 44, No. 1, pp. 34-53.

^{100/} Kenneth A. Meade, The Shortage of Scientific and Technical Personnel - What Industry is Doing About It. (Presented at the Symposium on the Shortage of Scientific Personnel, American Association of the Advancement of Science, Boston, Mass., December 28, 1946), p. 12.

1. Cognitive and motor
2. Effortive activity
3. Mental attention (active and passive)
4. Memory, feeling, etc.
5. Memory
6. Self control
7. Trying
8. Feeling

These principles are included in chapters 4, 5, and 6.

101.

The story concerning the "New Movement" of football
 was told by these writers. The story continued as
 important before these years. It occurred during the year
 when football was first introduced into the school. It was
 about 1900 when the first "New Movement" was introduced. It was
 upon the team itself. When the team started, the first in the
 line-up was the "New Movement" and the second was the team.

For an analysis of the New Movement, see the book "The New Movement" by the author. It is a book of 100 pages, published in 1900. It is a book of 100 pages, published in 1900.

For an analysis of the New Movement, see the book "The New Movement" by the author. It is a book of 100 pages, published in 1900. It is a book of 100 pages, published in 1900.

were playing a very strong team. As the game progressed, Notre Dame was gradually being driven backward toward the wrong goal line. Just as the opposing team was about to score, he put in the first line. They stopped the advance and Notre Dame went on to win the game.

Speaking to the team after the game, Rockne said, "Now you 'Four Horsemen' have seen and read a lot about your performances so much so I got to fear it was going to your heads. You saw what happened in the game today. The reason I did what I did was to impress on you the fact that the 'Four Horsemen' could not accomplish much without the Seven Mules in front of them." **THE**

AN ELABORATE DRAFTING THE

ONE OF THE BRACK-LEDS

were playing a very strong team. As the game progressed, Notre Dame was gradually being driven backward toward the enemy goal line. Just as the opposing team was about to score, he got in the right line. That stopped the advance and Notre Dame went on to win the game.

Speaking to the team after the game, Jackson said, "You got 'Your Number' last year and tied a lot about your performance as much as I got so that it was going to you hands. You saw what happened in the game today. The team I did what I did was to improve on you the last time the 'Your Number' didn't get everything back against the seven holes in front of them."

The team was very happy and proud of their performance. They were very confident and determined to win the game. They were very happy and proud of their performance. They were very confident and determined to win the game. They were very happy and proud of their performance. They were very confident and determined to win the game.

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A case history is presented here to give an example of the value which one might expect to get from the analysis. It does not constitute proof of that value nor constitute statistically significant evidence. It is only one example, and a true one that occurred in the experience of a Captain in the U. S. Navy who commanded a destroyer.

The Vice President, whom I shall call Mr. B, had served twenty years in the Navy, and almost all of that time in

PART THREE

AN EXAMPLE SHOWING THE
USE OF THE CEECK-LIST

petty officer, and when during his career, he had been ad-
vanced higher to first class petty officer. Almost as many
times he had been demoted, for at the time of this story
he was a third class petty officer. Most of his old friends
and contemporaries had long since become chief petty officers
and warrant officers. Though these individuals staggered
back from liberty completely intoxicated, the commanding
officer detected potential value in the man and attempted
to make the most of his drunken sailor.

CHAPTER VII

A CASE HISTORY

A case history is presented here to give an example of the value which one might expect to get from the checklist. It does not constitute proof of that value nor constitute statistically significant evidence. It is only one example, but a true one that occurred in the experience of a captain in the U. S. Navy when commanding a destroyer.

The bluejacket, whom I will call Boats, had served twenty years in the Navy, and almost all of that time he had been in trouble due to alcoholic excesses. He was a problem. He was neither a leader nor a good seaman. He had been advanced several times to the rate of second class petty officer, and once during his career, he had been advanced higher to first class petty officer. Almost as many times he had been demoted, for at the time of this story he was a third class petty officer. Most of his old friends and contemporaries had long since become chief petty officers and warrant officers. Though Boats habitually staggered back from liberty completely inebriated, the commanding officer detected potential value in the man and attempted to make the most of his drunken sailor.

CHAPTER VII

A CASE HISTORY

A case history is presented here to give an example of the value which can be expected to get from the study. It does not constitute proof of the value but only an attempt at statistical evidence. It is only an example, but a case one that occurred in the experience of a captain in the U. S. Navy when commanding a destroyer. The circumstance, when I will tell, had been twenty years in the Navy, and almost all of that time he had been in trouble for to alcohol consumption. He was a problem. He was neither a leader nor a good seaman. He had been advanced several times to the rank of second class petty officer, and once under his name, he had been advanced higher to first class petty officer. Almost as many times he had been demoted. For at the time of this story he was a third class petty officer. None of his old friends and contemporaries had long since become third class officers and various officers. Though many admirably successful had been from liberty completely, he had been the opposite. He had been a devoted potential value in the war and attempted to make the most of his drunken sailor.

The commanding officer checked the following PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES as he would have checked it at the time he first took special interest in Boats. Alongside the suggested motivation techniques, he placed notations giving information as to what was actually tried, opinions as to why a technique was not suited to Boats, or the results actually obtained.

It should be noted here, that when the commanding officer finally left the ship, Boats had achieved the rating of first class petty officer. He was doing an excellent job of leading about eighteen men, he was taking better care of his men than of himself, and he had not been drunk for one year.

The scope of motivation in the Navy has been limited two ways by this check-list, namely:

1. The broad problem of obtaining maximum efficiency from personnel can be divided into five classifications. This check-list has been arranged to deal primarily with the last or fifth classification and the others only when they are interrelated by their on it.

1. Planning work to obtain maximum efficiency, energy, and material.
2. Organizing men into an effective team.
3. Controlling men by regulating specific behavior.
4. Training men, or obtaining trained and able men.
5. Motivating individuals to exert their maximum efficiency.

The committee officer stated the following EXCERPTS

EXCERPTS OF MOTIVATION TECHNIQUES as he would have described

it at the time he first took special interest in them. Along

with the suggested motivation techniques, he placed notes

alone giving information as to what was actually being

done as to why a technique was not suited to him, or the

results actually obtained.

It should be noted here, that when the committee of-

fers finally left the ship, he had achieved the rating

of first class petty officer. He was doing an excellent job

of leading about sixteen men, he was telling orders one of

his men then of himself, and he had not been there for one

year.

A PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES

FOR USE BY THE UNITED STATES NAVY

Object: To aid officers in maintaining personnel in the highest state of efficiency, usefulness, enthusiasm for the service, and readiness for emergencies.

This is an attempt to condense and organize a very broad field into a check-list of practical use. Being a collection of generally approved, used, and accepted techniques or principles of motivation, this list is expected to aid officers in recalling useful items rather than to present something new. It might be used by an officer when one or more men are slack or negligent in their duties. He might use it about once every six months, when he has a free half hour, to review quickly his personnel program. He might ask a petty officer who has just mishandled a leadership problem to use the check-list, or the check-list might be used as one assignment in a Navy leadership school.

The scope of motivation in the Navy has been limited two ways in this check-list, namely:

A. The broad problem of obtaining maximum efficiency from personnel can be divided into five classifications. This check-list has been arranged to deal primarily with the last or fifth classification and the others only when they are interrelated or bear on it.

1. Planning work to avoid waste time, energy, and material.
2. Organizing men into an effective team.
3. Controlling men by requiring specific behavior.
4. Training men, or obtaining trained and able men.
5. Motivating individuals to exert most effective efforts.

B. This list has been limited to the consideration of personnel as individuals. It fits best the case of an officer who is evaluating the personnel situation within his unit by consideration of each man individually, but this list, with a few modifications, would be helpful to an officer considering a large group as a whole, even the entire Navy. In the last event, it is necessary to determine accurately what the average man, or the majority thinks, believes, and desires. In the interest of simplicity this list is pointed toward the individual approach.

Section I of the check-list is a series of questions which are not designed to yield a score nor to indicate whether conditions are relatively good or bad. Instead, they are intended to point out leadership areas where there might be room for improvement. Section II is a list of techniques suggested for improvements that might be indicated by Section I and pointed out by the reference numbers.

In order to aim this check-list specifically at an individual, indicate here in writing his name or the name of his job.

-----Boats-----
Name or Job

SECTION I

Answer all of the following questions. Check either (Yes), (?), or (No). You may rightly feel that you have insufficient information to support a positive answer. In that case, check the (?). The information may be obtained by observing the man's actions, by

3. This line was then limited to the consideration of personnel.

as individuals. It was then the case of an officer was to

overseeing the personnel situation which was left by himself.

line of each own individuality, but this line, with a few excep-

tions, would be limited to an officer commanding a large

group or a unit, with the entire group. In the line group,

it is necessary to determine personally with the group and

of the military situation, military, and military. In the group

of military line line is referred toward the individual group

Section I of the constitution is a series of divisions which are

not designed to yield a whole but to indicate various conditions and

relationships from the fact. Section I, and are intended to point out

relationships which were given to the group for information. Section

II is a list of technical suggestions for improvements and which is

indicated in Section I and points out of the technical situation.

In order to give this check-line completely as an individual

individual line is written the name of the name of the line.

Section I
Section II

SECTION I

Answer all of the following questions. These will be listed.

(1) or (2). The very slightly less than the number of

formation to suggest a positive answer. In this case, the line

The information can be obtained by observing the line's content.

interviewing him, by questioning others who know him, or by asking him to fill out and answer a questionnaire. The questions are arranged roughly in that order. The questions, in general, easiest to answer, or those a leader should know through observation of the man, are first. Those which might require interviews are second. The last questions are most difficult to answer, and for them, a questionnaire might sometimes be advisable.

<u>Questions to Locate Areas for Possible Improvement</u>	<u>Answer (Yes) (✓) (No)</u>	<u>Reference to Techniques</u>
Has he some outstanding skill or knowledge?	(Yes) (✓) (No)	3, 4, 9, 11, 14, 15, 36, 39, 40
Is his name widely known aboard ship and in other ships or stations?	(Yes) (✓) (No)	1, 3, 4, 5, 9, 36, 48
Does he have several good friends among the crew?	(Yes) (✓) (No)	5, 9, 12, 35
Can he write home with pride about his job in the Navy?	(Yes) (✓) (No)	10, 19, 20, 21, 24, 36, 42, 48
Does he feel that routines such as maintenance check-off lists are helpful?	(Yes) (✓) (No)	16, 37, 43, 26, 28
Does he feel capable of accomplishing the job?	(Yes) (✓) (No)	14, 18, 36, 39, 40, 41, 42, 43, 49, 50
Is he eager to learn his job or to pursue his studies?	(Yes) (✓) (No)	14, 15, 16, 17, 41, 42, 44, 46
Is he effectively busy?	(Yes) (✓) (No)	16, 17, 18, 28, 30, 49, 52, 38
Do his officers know his problems and give help or consideration when possible?	(Yes) (✓) (No)	22, 23, 26, 27, 30, 29, 34, 39, 50, 51
Has he made any special requests lately?	(Yes) (✓) (No)	23, 24, 25, 30
Does he generally accept suggestions in a spirit of willing cooperation?	(Yes) (✓) (No)	18, 31, 45, 47, 52, 55, 56, 57, 58

Interviewing him, by questioning others who have had to do with him to find out how he answers a question. The question is arranged so that it is not asked. The question is general, and to answer, or those a leader should know through observation of the man, and first. Those which might require interview are second. The last questions are not difficult to answer, and are

Is this name widely known among ship and
in other circles or industries?
38-40
(Yes) () (No) ()
10-12-1940
Has he been contacted with re investigation? () (Yes) () (No) ()

Don't let him have several good friends around.

10. The writer knows who provides whom this job (1/20/01)
11. The writer knows who provides whom this job (1/20/01)

Does in fact provide much as follows (1) (b) 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843,

Does the Test represent an assessment of knowledge?

To be eligible to learn this job or to promote
the student

Do the officers know the programs and
and how to use them when needed?

19.05.2012 10:00:00

Does he follow the group and conform to custom or the majority?	✓ (Yes) (?) (No)	12, 31, 33, 35, 45, 47, 52, 56, 57, 32
Does he take opportunities to throw his weight around, to dominate others?	✓ (Yes) (?) (No)	41, 42, 46, 47, 54
Does he accept responsibility?	✓ (Yes) (?) (No)	23, 44, 46, 47, 50, 52
Does he speak of the ship's crew and teams as "We"?	✓ (Yes) (?) (No)	4, 5, 6, 7, 8, 12, 15
Does he feel the job is good enough for him?	✓ (Yes) (?) (No)	11, 13, 14, 19, 31, 33, 36, 37, 58
Is he working well in order that he will be transferred to other duty?	✓ (Yes) (?) (No)	17, 24, 25, 50, 52, 56, 57
Does he feel his work is appreciated?	✓ (Yes) (?) (No)	1, 4, 6, 10, 20, 21, 39, 48
Do his family and friends know his Navy reputation, if it is good?	✓ (Yes) (?) (No)	1, 2, 3, 5, 6, 20, 29
Is he proud to be identified as a member of the Navy?	✓ (Yes) (?) (No)	1, 2, 6, 7, 8, 16, 27, 48
Does he know exactly what constitutes satisfactory performance in this job?	✓ (Yes) (?) (No)	1, 26, 37, 38
Is he proud to be known as one of the crew of this ship?	✓ (Yes) (?) (No)	1, 5, 6, 7, 8, 13, 15, 27, 29, 48
Does he feel that he is progressing toward some future goal or aim in life?	✓ (Yes) (?) (No)	15, 36, 37, 38, 41, 42, 43
Does he feel his time is well spent and not wasted?	✓ (Yes) (?) (No)	10, 16, 17, 21, 24, 36, 38, 41, 43
Does he consider his job of value to the Navy?	✓ (Yes) (?) (No)	17, 21, 24, 36, 43
Do his dependents, if any, have satisfactory living conditions?	✓ (Yes) (?) (No)	22, 23, 24, 27, 48
Is he reasonably well-satisfied with his income?	✓ (Yes) (?) (No)	22, 23, 24, 27, 43, 48

[illegible]

Is his feeling of personal importance in the organization about correct?	✓ (Yes) (?) (No)	58, 4, 11, 13, 14, 21
Does he believe that any existing undesirable conditions are reasonably necessary?	✓ (Yes) (?) (No)	25, 34, 43
Does he believe that his requests are considered?	✓ (Yes) (?) (No)	22, 23, 27, 34, 48
Does he notice that in some ways the ship seems to be run left-handed or awkwardly?	✓ (Yes) (?) (No)	44, 46, 54
Does he know and comply with ship's orders?	✓ (Yes) (?) (No)	34, 40, 43, 52, 53
Does he believe his leaders are doing all they honestly can to help him as an individual?	✓ (Yes) (?) (No)	27, 34, 39, 43, 28
Does he think his leaders "know the score", or understand what really goes on and what should be done?	✓ (Yes) (?) (No)	23, 26, 30, 32, 39, 49, 50, 51, 53, 58, 39
Does he believe that the better breaks go to those who perform best?	✓ (Yes) (?) (No)	23, 32, 37, 39, 54
Does he believe that in each case the man promoted is the best man?	✓ (Yes) (?) (No)	32, 37, 39, 54
Does he feel free to do as he pleases, within reasonable limits?	✓ (Yes) (?) (No)	33, 35, 45, 50, 51, 53
Would he do as well if the threat of Naval discipline were removed?	✓ (Yes) (?) (No)	28, 50, 56, 57

SECTION IISUGGESTED TECHNIQUES OF MOTIVATION

The foregoing section was a list of questions designed to indicate sources of trouble or areas of possible improvement. If your answer to any of those questions was (No), it is suggested that you refer to those techniques indicated by numbers immediately following the (No). To do this, first check each technique below to which reference was made. You may happen to place several checks in front of some techniques. Examine all suggestions so pointed out. Those techniques checked several times tend to be more important than those checked only once. Select and try those which are applicable, not already in use, and which fall under your jurisdiction or authority.

<u>Item</u> <u>No.</u>	<u>Check</u> <u>Here</u>	<u>Suggested Techniques</u> <u>of Motivation</u>
1. /		Promote good press relations. Help to obtain a good reputation for the man, the ship, and the uniform by supplying news items to local papers, home town newspapers, the negro press, <u>Our Navy</u> , <u>All Hands</u> , and sometimes the <u>Army and Navy Journal</u> .
2.		Cooperate with local, social clubs, and organizations. Help him to meet civilians, to make friends. Arrange ball games between the ship's team and local clubs.
3.		Develop a good nickname for him, one which will enhance his reputation. It will spread. A marine of no particular reputation was given the name, "Firepower Morgan". He soon had the fame of being a real fighting man, which he was, and he improved.
4. /		Arrange a mutual admiration society. It will often happen that by their mutual compliments they will convince other people of their own excellence, and they may even convince themselves. This works especially well when both persons hold about equal rates.

THE HISTORY OF THE

The following section is a list of the names of the

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5. Give a ship's party of the type the men want. It should be more than recreation for the men. It should help each one to make friends. It should give recognition to outstanding dancers, musicians, etc. It should help to satisfy friends and wives, potent factors.
6. / Give dignity and a personal touch. When you have arranged parties, Christmas celebrations, or commendations, it will sometimes pay to mail invitations to the homes of those who should be invited. When a man merits commendation a letter to his family, from his officer, will score a hit.
7. Use an insignia for the ship or unit. Make it good, full of meaning, and simple enough to stencil, if possible. Use it on party programs, baseball shirts, or a battle flag. A good slogan may be used the same way.
8. See that there are souvenirs of the unit available. These may be pictures, insignia, emblems, stickers, junk jewelry, or ship's pamphlets. Decalcomanias, i.e., transfers, are quite cheap and very popular, as are book matches.
9. Each man, if at all possible, should be known as unique in some desirable way. He should be famous for something, whether it be as best poker player, best acey-ducey player, best vision, strongest, best electrician, or best gunner. At least his officers should know his name.
10. // Give him some blatantly obvious compliment, honest of course, but obvious enough to be almost funny. An example is a fake newspaper headline saying the ship is saved because Homer Brown is back from leave. He laughs, but likes it.
11. Ask his opinion on some important problem in the field of his specialty. Usually it will flatter him, start his thoughts, and secure increased cooperation from him, however, do not do this so often it indicates your ignorance or inability to make a decision. Seek to extend the areas in which he can make decisions. Taking orders is drudgery, but participation in planning and solving problems gives meaning to life and is a good method of developing men.

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12. Teach him the ways of men and how to get along with them. One good suggestion given tactfully might make him one of the boys instead of an outcast. This is difficult as it enters the fields of psychiatry and psychology, but sometimes it will be possible to effectively point out a major personality weakness. His family history might throw light on the problem.
13. Respect his rate or status in the Navy. There is more to be gained from promoting his pride than from breaking it. If he thinks he is good, let him show it. Give ample opportunity. Many bluejackets dislike going back to school because they are usually treated as recruits.
14. Get the right man in the right job. Select for your organization only those men who are interested in the work to be done, and, if that does not solve the problem, place each man in the job which most interests him. The ideal situation is usually impossible, but the closer it is approached, the more performance will improve. Consider his abilities in the same way. He will be inefficient if the job is too difficult. He will be inefficient if the job is too easy and no challenge.
15. Allow him to branch out and specialize along a line which interests him. If he shows interest in any sport or activity, give him all the support possible to help him form a team or get the activity moving. He will be rightfully proud of accomplishment and the ship should benefit.

We did this. Much initiative was allowed into the new job.
16. Develop his interest in the subject or the job. Give an inspiring talk. Appeal to his imagination by visualizations, magnification, inflation, stimulating case problems, questions, charts, pictures, and cartoons. Surprise and shock him to gain attention and interest. If there is a job that fits the man, first interest him in the job, then let him have that job. See that his leaders are enthusiastic. Interest is contagious. Make your own interest infectious.

The commanding officer personally told him that the job was needed and that he was the best man for the job. He did a good job.
17. Persuade him to the task. Use salesmanship to explain away his objections, to show facts, to give examples, and to show the advantages, the disadvantages.

I have been thinking of you a great deal lately, and wondering how you are getting on. I hope you are well and happy. I have been very busy lately, but I have managed to find some time to write to you. I have been thinking of you a great deal lately, and wondering how you are getting on. I hope you are well and happy. I have been very busy lately, but I have managed to find some time to write to you.

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It is the policy of the Government to encourage the development of the private sector of the economy and to provide a favorable environment for investment and trade. The Government is committed to the principle of free trade and to the reduction of trade barriers. It is also committed to the principle of non-discrimination in trade and to the principle of reciprocity. The Government is committed to the principle of transparency in trade and to the principle of predictability in trade. The Government is committed to the principle of stability in trade and to the principle of security in trade. The Government is committed to the principle of efficiency in trade and to the principle of effectiveness in trade. The Government is committed to the principle of fairness in trade and to the principle of equity in trade. The Government is committed to the principle of justice in trade and to the principle of integrity in trade. The Government is committed to the principle of honesty in trade and to the principle of good faith in trade. The Government is committed to the principle of respect for the law in trade and to the principle of respect for the rights of others in trade. The Government is committed to the principle of respect for the environment in trade and to the principle of respect for the interests of future generations in trade. The Government is committed to the principle of respect for the interests of all stakeholders in trade and to the principle of respect for the interests of the community in trade. The Government is committed to the principle of respect for the interests of the world in trade and to the principle of respect for the interests of the human race in trade.

the easy way, and the hard way. Give a pep talk. Acting ability is extremely valuable. Appeal to his sense of duty, fairness, or moral code. It will sometimes move him to greater action, but in general, this motivation is not strong enough to move him if he believes that by so doing he stands to lose in some way. Such a sacrifice would appeal to him only if he were assured of regaining the loss, and possibly more.

18. / Get the majority of the crew moving on the desired project. It will probably gather momentum and attract him. He will probably join the stampede.

19. / Give every job in the ship a simple title which can be used with pride in a letter home. Every mother's son should be in charge of something. Ideally the job should be a pleasure and a reward in itself.

20. // We did this and had good results. He carried a black book in which inspection results were entered. Publish his results in a competition or task at which he excelled. Competition is usually valuable because it is a chance to prove ones worth. Individual competition is superior to group competition, and a system of competition in which he attempts to beat a standard or past record is better than a system in which one man wins and the rest lose, better that is for motivating the individual man.

21. // We did this. Results were good. He was praised for returning to the ship when he expected blame for intoxication. Give congratulations, praise, recognition, credit, and commendations whenever possible. This has been proved to be more effective in general than noting only poor performance, reprimanding, blaming, and criticising. However, when praising is done excessively, it tends to lose effectiveness. Give more praise than is due, but only when it is due. Reprimanding is, however, a useful art. One useful statement in semi-reproof is, "I want to commend you. Just give me a chance."

22. / Show interest in the welfare of each man. Try to give him what he feels is needed if it is compatible with the needs of the service. See that he understands the needs or objectives of the Navy.

23. /// We did this. Find out what he really wants. Many officers make mistakes here. Often he cannot express his inner wants or does not know them. Things like appreciation, recognition, social acceptance, fairness, and religion

23.

are sometimes hard to ask for. Some sailors do not like to inquire about promotion or even ask for leave, but expect their officers to offer these when deserved. Laziness is a symptom of insufficient motivation. Find the trouble and rectify it. Eliminate conflicts and develop useful motives. It is good to schedule interviews each quarter in order to get every man. At that time, many routine things could also be checked off, such as fitness reports, beneficiaries, service records, qualifications, etc.

24.

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We rewarded him with praise, acceptance, and a feeling of personal importance.

Rewards and prizes can be used to increase effective effort. Knowing what he wants will help you select prizes in the "coin of the realm" or things he wants. If he especially needs money, help him qualify for special pay. However, extra liberty might mean more to him. A good example was a brass ash tray made personally by the commanding officer with his signature etched on it. The men wanted that prize. Sometimes promise him what he desires as a reward, but keep your word. Never promise anything you cannot faithfully deliver.

25.

/ Do him a favor, but to obligate him will often show adverse results. Most men do not like to feel obligated to anyone. He might be very happy to do you a favor. It is better this way, as long as the favor does not obligate you as an officer. An occasional sacrifice, for the good of the ship or the service, usually helps to stimulate morale. A man usually feels a little bit noble about doing such a thing as volunteering to take the duty during a ship's party.

26.

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We did this with very good results.

Make inspections carefully. Locate important troubles. Raise the ship's standards, and improve morale. Give praise where it is due. Criticize just when it is a week old, not when it is a thirty minutes accumulation. Do not waste two days preparing for Saturday's inspection. Make them know they are there for a purpose. One example is the captain who would ask men where they had purchased the uniforms. He would compliment the good purchases, but he hunted for those who had been cheated in order to go after the tailors. He thus took an interest in his men.

The Committee has been very busy since its last meeting in May 1967. It has held several meetings and has received many suggestions from the public. The Committee is now working on a report which will be presented to the House of Commons in the near future.

The following are the names of the persons who have been
 named in the report of the committee on the subject of
 the proposed amendment to the constitution of the
 state of New York, as passed by the legislature in
 1892, and as amended in 1894, 1896, 1898, 1900,
 1902, 1904, 1906, 1908, 1910, 1912, 1914, 1916,
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27. / Help him in satisfying his needs by such means as obtaining financial credit in emergencies, arranging legal matters, writing requests for shore duty, and obtaining service benefits.
28. // Help him to have ways and means for recreation. Health is an important factor in his efficiency, but don't force physical health on him at the expense of mental health, or morale. The health giving benefits of the athletic facilities at Pearl Harbor were nullified to a great extent when ships were directed to send ~~quotes~~ for recreation. Recreating by the numbers is not fun.
29. / Give personal attention, if only in the form of an interested attitude, to marriages, sickness in the family, new babies, and birthdays. It might be wise to send announcements of marriages or births in which chief petty officers are concerned to the Army and Navy Journal. It would be well to have the cook maintain an up to date file of the birth dates of all crew members in order to be ready with cakes. Don't show favoritism by giving cakes for some birthdays but not all.
30. /// If his attitude is less than desirable because of a fear of the job, or battle, or responsibility, that fear can be lessened by further explanation of the facts, ~~explanation of the enemy~~, explanation of the plan and policy, and by providing some helpful device as a gun, or a helmet. Some factors reducing fear are confidence, morale, effective activity, social stimulation, humor, self-control, praying, and feeling lucky.
31. / Resist his system and his demands by agreement with his arguments but not his assumptions. Attacking his logic attacks him personally. Sometimes it is possible to accept his ideas but to add something to nullify them.
32. / Determine who are the natural leaders, those whom the men follow in their informal social groups. If possible, these are the ones who should develop into the official leaders. This does not mean the loud show-how boys who usually lead the first day or two.

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33. / He was put in charge of the messing compartment and the messmen. Give him an opportunity to try leading officially. Let him sign a few more papers. Leading petty officers like to see also their own signatures on such as the damage control bills.

34. / Recognize his complaints. Grievances should have some outlet. They are real to him, and you might as well accept them as a problem. Set up a procedure for locating and resolving his grievances. Come to an understanding. At least let him talk it out. An officer only fools himself when he says his door is open to all grievances. Only a few walk in. Grievances should be settled as quickly as possible and as near the source as possible. Ideally, the man's immediate superior should be able to settle the thing. The aim is to settle it to everyone's satisfaction, and that cannot be if the grievance is blocked by some officer. The man with a grievance should be able to wait until a session when all grievances are invited, or he should be able to put it on a simple request blank and take it to a request mast. After satisfying the individual it is desirable to remove the cause of similar complaints throughout the ship. Interviews with men being discharged are helpful.

35. / Arrange to give him an independent job for a change. In fact, it has been shown that almost any change, such as ventilation of lighting, will increase production if it is made in an honest effort to consider the needs of the individual.

36. // We did this and obtained good results. Assign him some task of special importance at which he can succeed, or when starting him on a new type task, make it first an easy task at which he can succeed. Definite success increases interest, pride, and confidence. Fit a task to the man.

37. // We did this and found it to be very important. Results were good. Set definite standards of performance. An accurate goal, usually in itself improves performance. It permits a sort of quality control. It enables a more accurate measurement of performance as a basis of proficiency marks, or a competition. There should be understandable specifications telling when the task is completed, what is satisfactory performance, what is perfect performance, and what is the best record ever made. It must be a goal he can reasonably expect to be able to attain. Learning is much acceler-

ated when there is a recognized, immediate goal. Pilots learn safety precautions faster after a recent crash.

38.

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We did this
and pointed it
up with regular
inspections.

Set a progressive or moving goal, one that lets him know hour by hour, day by day, and year by year whether or not he is doing satisfactorily and improving. It may be his schedule for self-education, or for advancement in rating, or a graph of work done vs. the date to measure his progress.

39.

//

Know your men, their achievements, interests, and abilities. Sometimes items of family history will be important. Keep a notebook and records of your men. Jot down observations, good and bad, as they occur. Records will back up such things as proficiency marks, promotions, rewards, and privileges. Your records will help to gain you a reputation for fairness. They will help to prevent wasting a man's time by giving the same lecture several times. If you should desire that your juniors keep their notebooks, it would be well to supply them with notebooks printed to facilitate the records.

40.

Give him sufficient authority to carry out his orders. This may seem like an unnecessary caution, yet it constitutes one of the greatest complaints offered by men who are supposed to get a job done.

41.

//

Help him by giving guidance, such as the now popular career planning. Help him get savings started if he so desires. Give him any help that he might reasonably desire in performing the tasks you assign. Advise him how to get information. A word to the radar operator at the right time will simplify his problem.

42.

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Help him to achieve success by developing his abilities and skills. Give general and specific training and education to increase both interests and abilities. Tests of interests, achievement, and knowledge, given apart from any formal course of study can, in themselves, increase interest.

43.

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Give orientation in the local situation, indoctrination, in customs, rules, regulations, routine, policies, and objectives. Help him to see how the Navy's needs relate to his own needs, wants, and values. A ship's handbook is extremely valuable. It is usually more interesting than the ship's orders, better understood

more widely distributed, and much appreciated as a souvenir. He should have a simple organization chart to show where he fits in. He should have another chart to show his avenues of promotion, with qualification references indicated.

44. / Teach a problem solving attitude, because a strict, bookkeeper mind will not see an exception to the rule when it is necessary. Teach a "can do" attitude. It is possible to develop a crew to the point that they are confident and eager to accept each challenge to show again they "can do anything!"

45. // Hold an informal conference to plan the project if practicable. If the participants can hold a complete discussion seeing all sides and find a mutual decision they will have a better understanding and a better spirit of cooperation. Participation gives a man more satisfaction than following orders. As one opportunity, it is now required that the ship's welfare fund be spent through such discussion groups, composed of both officers and men, and subject to the commanding officers approval. Conferences are excellent for training and indoctrinating.

46. // Help him by supplying a method to do the job. This may be conventional education and training, or it may be more specific methods. Supply a better filing system, a findex, or notebook. Teach him to carry a notebook and to jot down ideas as they occur, in order that they may be saved and used. Supply a trick to aid the memory, such as a rhyming scheme. Give him a better machine or equipment.

47. // Habits and customs cause behavior to follow a pattern. You can turn them to your advantage or kill them. Add new ones or change the old. Training should aim to build up good habits. Steering becomes a habit as does swearing or handling battle telephones. If the helmsman occasionally uses left rudder instead of right, it might be a lack of understanding, or it might be a bad habit, e.g. misreading the compass. The customs that guide him are his own, not ones you try to impress on him. He must be convinced.

We gave him opportunity to develop a habit of caring for his men. This so occupied his time that he broke the habit of drinking on liberty.

very little is known of the life of the author, and the only information we have is that he was a member of the House of Commons in 1790. He was a member of the House of Commons in 1790. He was a member of the House of Commons in 1790.

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There is a great deal of information in the book, and it is very interesting. It is a very interesting book, and it is very interesting. It is a very interesting book, and it is very interesting.

48. /// Give credit and recognition especially for new ideas. They are of value to the Navy and they give him a strong sense of achievement. Whether you get the ideas through a suggestion box or a casual conversation, appreciate them. Help him prepare them, submit them to the Navy, patent them, publish them, profit from them, or put them into use. See that the enlisted man gets all possible credit. Suggestions like grievances, must have an outlet.
49. / He needs activity. He tends more to be happy and satisfied when busy. The activity is of greater value both to production and morale when it is useful activity, when he participates in the planning, when he understands, etc. This suggests closer attention to recreational facilities and education.
50. /// Help him by making decisions which he can count on. He may dislike delaying his plans because of his officer's inability to decide. He needs a sense of security in handling his personnel affairs.
51. /// Keep him informed as much as possible. The morning orders provide a good method as do bulletin boards, ship's papers, and morning quarters. Tell him, if at all possible, that the ship will be in New York City for the Fourth of July. His wife's parents may live there. Facts are the best means of combating rumors. Never repeat a rumor.
52. // Require specific behavior by setting up rules, regulations, standard procedures, routine reports, responsibility, and an organization for checking, inspecting, and enforcing. This method is advisable to a limited extent. It includes no effort to get the maximum, willing effort from each bluejacket.
53. / Check your orders to remove any unnecessary, excessively strict or harsh provisions. Orders are worthless when they are not practicable, but make certain that the orders, both written and oral, are readable, understandable, and reasonable. In general, control by too many orders does not elicit the willing cooperation and high morale of more flexible methods.

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23.
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54. / Organize his job well in order that he may work without wasting time waiting for others, and so that he may fit into the team effectively. A time and motion study might improve a gun crew or an engine room force. A process chart showing the actions of each man during each evolution or situation would help a crew to operate with a minimum number of men. A job analysis might show that he is overloaded with work, that he is responsible for more than his share. A flow of work analysis and organization analysis could show procedure bottle necks.
55. A nuisance might be supplied which would so annoy him when performance is not up to standard that he would come around and get in line. It might consist of excessive questioning, fewer privileges, or dirty jobs. This works, but is detrimental to morale. There are better ways.
56. / Use masts, courtmartial, convictions, and punishments to enforce obedience and compliance only when necessary. Warnings and threats of discipline are undesirable in general. Threats are resented.
- He had been punished too many times.
57. / Physical force may work sometimes to keep a man in line, but in general it is illegal, out of date, and unsuited to use in the present United States Navy.
58. Use these techniques with an eye to the objective. For example, a petty officer may have excessive pride in his own personality or skill and he may only blame others for inefficiencies in his department or gang. In that case the motivation technique may be aimed at development of team spirit and pride in leadership. Rewards and recognitions may be given for overall results of the unit. Orientation can be planned to develop a better perspective. The famous "Four Horsemen" of football were given a new perspective in one important game. They were on the losing end until the first string line was put in.

The Officer, who supplied the story, made the following comment. "I think this is an excellent plan, for it suggested other procedures we should have tried on this fellow."

Of course one favorable opinion, or one successful case, however exaggerated it may be, can not prove the worth of the check-list. However, the following results can be claimed for the one example:

1. The leadership methods which had actually been used with success were included among the checked items of motivation techniques.
2. Other motivation techniques were suggested to the checker which seemed to hold promise, and which might have improved the man's motivation even more, or which might have been alternative solutions.
3. In general, those suggestions which were checked the greater number of times were the ones actually used and found successful.

The Officer, who supplied the story, said the following comment: "I think this is an excellent plan, for it suggests that procedures we should have tried in this case."

Of course one favorable opinion, or one successful

case, however exaggerated it may be, can not prove the

worth of the case-list. However, the following results can

be claimed for the case examples:

1. The leadership methods which had actually been

used with success were included among the elements

motivation techniques.

2. Other motivation techniques were suggested in the

examples which seemed to hold promise, and which

might have improved the man's motivation even more,

or which might have been alternative solutions.

3. In general, these suggestions which were chosen

the greater number of them were the ones actually

used and found successful.

CONCLUSION

This thesis presents a new instrument for personnel administrators, particularly for officers in the United States Navy. The title of this instrument is A Practical Check-List of Motivation Techniques For Use By the United States Navy. It is a different approach to one phase of the old problem of leadership; an approach to improve motivation, the attitudes, interests, willingness, and enthusiasm of individuals to cooperate, work, and fight for the good of the ship, the Navy, the Nation, and themselves.

The techniques of motivation have been selected from many sources. They are not new. But the organization, arrangement, and presentation of these techniques are new. There are three main features to the arrangement of the check-list: First, Section I of the check-list contains a list of questions to be answered by the leader. The questions are designed to cause the officer to evaluate more objectively the motives and motivation of each man. They tend to cause the officer to become more objective in his appraisal and to see more clearly. Second, Section II of the check-list is a list of fifty-eight techniques which can sometimes help motivate men of the Navy to perform their jobs more efficiently, usefully, and enthusiastically.

CONCLUSION

This thesis presents a new instrument for personnel administration, particularly for officers in the United States Navy. The title of this instrument is A Checklist of Motivation Techniques for Use by the United States Navy. It is a different approach to the study of the old problem of leadership; an approach to improve motivation, the old ideas, the old ideas, the old ideas, and the old ideas of leadership to cooperation, work, and fight for the good of the ship, the Navy, the Nation, and themselves. The techniques of motivation have been selected from many sources. They are not new, but the organization, arrangement, and presentation of these techniques are new. There are three main factors to the arrangement of this checklist: First, Section I of the checklist contains a list of questions to be answered by the leader. The questions are designed to cause the officer to evaluate more objectively the motives and motivations of each man. They tend to cause the officer to become more objective in his appraisal and so are clearly, Section II of the checklist is a list of fifty-eight techniques which are sometimes but not always used by the Navy to perform their jobs more effectively, efficiently, and economically.

Third, there is a system of reference numbers after each question in Section I which refer to specific motivation techniques in Section II. The techniques which are suggested by the check-list depend upon what answers are given to the questions of Section I concerning the individual man being considered.

The techniques of motivation have been selected from generally accepted principles in the fields of psychology, business leadership, public administration, philosophy, religion, and military leadership. These are not all of the possible techniques, yet they comprise a fairly complete selection of those which can be reasonably substantiated. They are compact and useful in this form.

The check-list has not been proved in real use as yet. But fourteen Navy officers, four Army officers, and one Navy chief petty officer have offered the opinion that it will be a valuable aid in many instances. It is hoped that it will prove of value when a leader finds men slack or negligent in their duties, or when he might have a free half hour to review quickly the motives of his personnel. It is also hoped that it will prove of value for instructing new leaders, officers, and petty officers in this important phase of leadership.

Third, there is a series of references nowhere after that question in Section I which refer to specific motivation techniques in Section II. The techniques which are given by the check-list depend upon what answers are given to the questions of Section I concerning the individual and being considered.

The techniques of motivation have been selected from generally accepted principles in the fields of psychology, business leadership, public administration, politics, religion, and military leadership. These are not all of the possible techniques, yet they comprise a fairly complete selection of those which can be reasonably expected to be of contact and useful in this time.

The check-list has not been proved in test and so far, but for the purpose of this study, it is assumed that it will be a valuable aid in many instances. It is hoped that it will prove of value when a leader finds and uses it.

neglected in their studies, or when he might have a few half hour to review quickly the motives of the personnel. It is also hoped that it will prove of value for training new leaders, officers, and petty officers in this important phase of leadership.

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1. *Chlorophyll a* (Chl a) and *Chlorophyll b* (Chl b) are the two main photosynthetic pigments in green plants. They are responsible for capturing light energy and converting it into chemical energy through the process of photosynthesis. Chl a is the primary pigment, while Chl b acts as an accessory pigment, transferring energy to Chl a.

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Director, Office of Management and Administration
U.S. Department of Justice
Washington, D.C. 20535

United States Marine Corps' Public Personnel Division
Washington, D. C.

Approved: _____
Special Agent in Charge

1. John Edgar Hoover, Director, Federal Bureau of Investigation, U.S. Department of Justice, Washington, D.C.

1. Journal of International Law, 1954, 1, 1, 1-10.

Referred to the Committee on Education and the Labor Committee, and to the Committee on the Judiciary, for their consideration and report.

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University of California, Los Angeles, California

1. The first of these is the fact that the majority of the population of the United States is now living in urban areas. This is a result of the process of urbanization, which has been going on since the beginning of the 20th century. The population of the United States has increased from about 100 million in 1900 to over 200 million in 1950. At the same time, the population of rural areas has decreased from about 100 million in 1900 to about 50 million in 1950. This has led to a concentration of the population in urban areas, which has had a number of important consequences. One of the most important is that it has led to a change in the way of life of the majority of the population. In rural areas, the population is still largely engaged in agriculture, and the way of life is still largely rural. In urban areas, the population is now largely engaged in industry and commerce, and the way of life is now largely urban. This has led to a number of important changes in the social and economic structure of the United States. One of the most important is that it has led to a change in the distribution of income. In rural areas, the income is still largely derived from agriculture, and the distribution of income is still largely rural. In urban areas, the income is now largely derived from industry and commerce, and the distribution of income is now largely urban. This has led to a number of important changes in the social and economic structure of the United States. One of the most important is that it has led to a change in the distribution of income. In rural areas, the income is still largely derived from agriculture, and the distribution of income is still largely rural. In urban areas, the income is now largely derived from industry and commerce, and the distribution of income is now largely urban. This has led to a number of important changes in the social and economic structure of the United States.

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1. General Information

[Faint, illegible text at the bottom of the page]

Approved: _____
Special Agent in Charge

[illegible]

U.S. DEPARTMENT OF JUSTICE
FEDERAL BUREAU OF INVESTIGATION
WASHINGTON, D. C. 20535

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of the United States, 1900, Vol. 1.

1. The first group of people who are interested in the study of the history of the United States are the people who are interested in the history of the United States.

1. THE FIRST OF THESE IS THE FACT THAT THE
2. RECORDS OF THE FBI ARE NOT COMPLETELY
3. ACCURATE AND THAT THERE ARE MANY
4. DISCREPANCIES IN THE INFORMATION
5. CONTAINED THEREIN.

1. The following information was obtained from the records of the Federal Bureau of Investigation, Department of Justice, Washington, D. C., dated 10/10/50:

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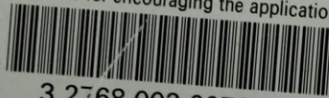
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